

STETSON UNIVERSITY



2005-2006 BULLETIN

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STETSON UNIVERSITY ~ 2005-2006

421 N. Woodland Blvd. DeLand, Florida 32723

Phone: 386-822-7000 Website: www.stetson.edu

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Address all correspondence as indicated below.

Academic Programs	Dean of the College or School or Chair of the Department (for major)
Admission of Students	Vice President for Enrollment Management
Admission to Graduate Programs.....	Dean of College or School
Personal Welfare and Housing.....	Office of Campus Life
Re-Entry and Transfer Credits.....	Registrar
Student Financial Aid	Director of Student Financial Aid
Alumni Affairs.....	Executive Director of Alumni Affairs
Finances.....	Vice President for Finance

Stetson University is an equal opportunity institution that admits students of any race, color, sex, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the University. It does not discriminate on the basis of race, age, color, sex, sexual orientation, national and ethnic origin, or disability in administration of its educational policies, admissions policies, scholarship and loan programs, athletic and other school-administered programs, or in the recruitment and employment of its faculty and staff.

Stetson is an independent private university, controlled by a self-elected Board of Trustees. Stetson is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number 404-679-4501) to award bachelor's, master's, and Educational Specialist degrees in the College of Arts and Sciences; bachelor's degrees in the School of Music; bachelor's and master's degrees in the School of Business Administration; the Juris Doctor and Master of Laws degrees in the College of Law; and a joint J.D.-M.B.A. degree. Stetson's main campus in DeLand houses the College of Arts and Sciences and both Schools; the College of Law is in Gulfport, with an additional campus in Tampa; and the Stetson University Center, offering graduate programs in business, education, and counseling, along with professional development programs for educators, is located in Celebration. Each school and college is supervised academically by its own dean.

The University's programs are accredited by AACSB International-The Association to Advance Collegiate Schools of Business, the American Bar Association, the American Chemical Society, the Council for Accreditation of Counseling and Related Educational Programs, the National Association of Schools of Music, and the National Council for Accreditation of Teacher Education.

The University is a member of the American Association of University Women, the American Council on Education, the Association of American Colleges and Universities, the Association of American Law Schools, the Florida Association of Colleges and Universities, the Independent Colleges and Universities of Florida, the National Association of Independent Colleges and Universities, and the Southern University Conference.

This edition of the Stetson *Bulletin*, edited by Jane Bradford, supersedes all others. The contents do not constitute a contract. The faculty and trustees of Stetson University reserve the right to change, modify, revoke, or add to the University academic, financial, or student requirements or regulations at any time, without prior notice. The provisions of this *Bulletin* apply to the DeLand and Celebration campuses. Cover design is by the Office of Public Relations and Communications.

For information concerning the College of Law, write to Assistant Dean for Admissions, Stetson University College of Law, 1401 61st Street South, Gulfport, Florida 33707. The phone number of the College of Law is 727-562-7800. Visit the College of Law on the Web at www.law.stetson.edu for more information. For information about the Stetson University Center at Celebration, write to Program Assistant, Stetson University Center, 800 Celebration Ave., Celebration, Florida 34747 or call 321-939-7600. Visit the Web site at www.stetson.edu/celebration for more information.

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MESSAGE FROM THE PRESIDENT

Stetson University is a small, high quality, private university composed of four strong colleges and schools in four Florida locations. The College of Arts and Sciences, School of Business Administration and School of Music are on the historic main campus in Deland; the new Interdisciplinary Stetson University Center is located in the town of Celebration, just west of Orlando; and the College of Law is located in Gulfport/St. Petersburg and Tampa. Each of Stetson's colleges and schools is ranked among the best in national college guides, and each has achieved distinction through special programs and prestigious accreditations.

Stetson University's mission is to provide a transformational education in a creative community committed to scholarship and liberal learning, and to foster in students the qualities of mind and heart that will prepare them to reach their full potential as individuals, informed citizens, and responsible participants in local communities and the world. Our academic disciplines are unified by our profound commitment to teaching, values and social responsibility, interdisciplinary programs, and the pursuit of intellectual distinction.

The heart of Stetson University's academic enterprise is led by our outstanding faculty. Our teaching-learning process focuses upon the whole person, sustaining deep engagement and dialogue among students and faculty, and active forms of citizenship and social responsibility. Our undergraduate student-faculty ratio stands at an enviable 12-to-1, which allows students and faculty to engage in intensive, interactive teaching-learning activities.

Stetson University grew from the dream of New York entrepreneur Henry DeLand. He launched Stetson University in 1883 as DeLand Academy and the State of Florida chartered it as DeLand University in 1887. The name was changed two years later to honor John B. Stetson, a Philadelphia hat manufacturer and philanthropist who gave generously of his time and resources to assure the university's success.

Stetson University continues to build on its 122-year commitment to academic excellence and the integration of values into the teaching-learning process. Stetson clearly has built on its heritage in ways that would make Mr. DeLand proud.

-- Doug Lee, President

STETSON UNIVERSITY

A COMPREHENSIVE UNIVERSITY

WHERE LEARNING AND VALUES MEET

I. Educational Mission

Our mission at Stetson University is to provide an excellent education in a creative community where learning and values meet, and to foster in students the qualities of mind and heart that will prepare them to reach their full potential as informed citizens of local communities and the world.

At Stetson, the art of teaching is practiced through programs solidly grounded in a tradition of liberal learning that stimulates critical thinking, imaginative inquiry, creative expression, and lively intellectual debate. The art of learning is enhanced through small interactive classes, close student-faculty alliances, and collaborative approaches that provide the foundation for rewarding careers and advanced study in selective graduate and professional programs. We embrace diverse methodologies to foster effective communication, information and technological literacy, and aesthetic appreciation. We encourage the development of informed convictions, independent judgment, and lifelong commitments to learning that are characteristic features of the enlightened citizen. In bringing together learning and values, the University encourages all of its members to demonstrate personal integrity; to develop an appreciation for the spiritual dimension of life; to embrace leadership in an increasingly complex, interdependent, and technological world; and to commit to active forms of social responsibility.

II. Values and Vision

From its founding, Stetson University has affirmed the importance of spiritual life and the quest for truth in its educational mission. The University motto, *Pro Deo et Veritate* ("For God and Truth"), is a symbol of this commitment, and it expresses our determination to integrate the pursuit of a liberal education with the search for meaning in our lives and in our communities. Chartered as an independent and comprehensive university, Stetson has had an historical relationship with the Christian community and the Baptist denominations. That relationship has shaped our commitment to build an inclusive community. Today, the University includes persons from diverse religious, ethnic, cultural, economic, and intellectual backgrounds. It is thus from varying perspectives that members of the University community have joined together to affirm collectively:

- the centrality of knowledge, examined ideas, and independent judgment in the life of an educated person;
- the inherent dignity, worth, and equality of all persons;
- the importance of community in human life;
- the role of religious and spiritual quests for meaning in human experience;
- the value of diverse persons and differing ideas in an educational community;
- the responsibility we share to work toward social justice;
- the necessity for decisions to be guided by ethics and social responsibility; and
- the obligation of individuals and communities to act as responsible stewards of the natural environment.

In our curriculum and co-curricular activities, then, we aim to infuse liberal education with the values of religious and spiritual life, ethical decision-making, human diversity and commonality, gender equity, community service, and environmental responsibility. We aspire to develop distinctive, innovative, and interdisciplinary undergraduate and graduate programs that are centered on vigorous intellectual inquiry, informed by these values, increasingly global in perspective, and worthy of local and national recognition.

III. Heritage and Character

Florida's first private university, Stetson University was founded in 1883 by Henry A. DeLand, a New York philanthropist, as DeLand Academy. In 1887, the Legislature of the State of Florida enacted the Charter of DeLand University as an independent institution of higher learning. The University's name was changed in 1889 to honor John B. Stetson, the nationally-known hat manufacturer who gave generously of his time and means to advance the quality and reputation of the institution, and who served, with Mr. DeLand and others, as a founding trustee of the University. The first charter stated the object of the University should be "to promote the general interests of education, and to qualify its students to engage in the learned professions or other employments of society; and to discharge honorably and usefully the various duties of life." Stetson's first president, Dr. John F. Forbes, clearly described the commitment to teaching that has been a hallmark of the University throughout its history:

"Buildings, libraries and apparatus are good and give added power, but the vital contact of students with a vigorous and stimulating mind and heart — this is the *sine qua non* of a successful education . . . The most important thing is to find men and women of large heart and mind, apt to teach and full of enthusiasm and stimulating power . . . to develop in the student the habit of independent judgment — of investigating statements and principles for oneself, and thus for oneself discover their truth or falsity."

Today, Stetson University is a non-sectarian, comprehensive, private university composed of individually strong undergraduate programs in various colleges and schools, and a selected group of academically distinctive graduate, professional, and continuing education programs. We seek academically talented individuals with leadership potential and records of personal growth and community service. We promote and support scholarly and creative activity among students, faculty, and staff as a means to enhance learning, teaching, and professional development, and as a contribution to the broader base of knowledge.

The University Values Council

Stetson University centers its academic, campus life, and service programs on a rigorous examination of the values which support meaningful lives. The University Values Council was created in 1998 to lead this campus conversation about values and commitment to action in key areas. Council members include the chairs of seven strategic councils who have planning responsibility for the commitments identified in the University's statement of "Values and Vision":

- Religious and Spiritual Life Council
- Ethical Decision-Making Council
- Diversity Council
- Gender Equity Council
- Environmental Responsibility Council
- Community Service Council
- Health and Wellness Council

Each of these Councils draws on and in turn supports Stetson's academic programs, and each welcomes the participation of all students, faculty, and staff who have an active interest in an examination of values in academic study and through personal or institutional practices. For additional information about the Values Council, its six constituent councils and related academic programs, and current initiatives, contact Mary Anne Rogers, Values Council Coordinator, in the Public Relations and Communications Building.

ADMISSION TO THE UNIVERSITY

FIRST-YEAR STUDENTS

Applications for Stetson University should be submitted early in the first semester of the high school senior year. The priority filing date for applications for the fall semester is March 1; for the spring semester is January 1; for the summer session is May 1.

Applications received after those dates will be considered on a space-available basis.

To obtain an application, please visit the Stetson University website at www.stetson.edu, call (800) 688-0101, or e-mail at admissions@stetson.edu. Use of the Common Application or College Link is also encouraged.

Application Process

First-year applicants must submit the following:

1. completed application, including a personal statement or graded writing sample
2. \$40.00 application fee, which is nonrefundable
3. secondary school transcript
4. SAT I or ACT testing scores
5. counselor recommendation

Music students must also satisfactorily complete an audition.

The SAT I or ACT should be taken late in the junior year and again early in the fall of the senior year. For information about the Scholastic Assessment Test (SAT), you may write: College Board ATP, Post Office Box 6200, Princeton, NJ 08541-6200 or call (609) 771-7600. For information about the American College Testing program (ACT) you may write: ACT, Post Office Box 441, Iowa City, Iowa 52240 or call (319) 337-1000. Your high school guidance counselor will also have information about standardized testing.

First-year Admissions Requirements

Admission to the University is competitive. Stetson seeks students with the potential to contribute to and benefit from the University's diverse range of academic and co-curricular programs. Admissions decisions are based upon the following:

1. academic record, including course selection, grade point average, and class rank
2. standardized testing
3. applicant's personal statement
4. leadership potential, co-curricular and service-related activities, and the ability to contribute to the University community in some special way

The Academic Record

To be considered for admission, applicants must satisfactorily complete a college preparatory program in high school. Because high school programs and grading systems vary widely, the secondary school program cannot be rigidly prescribed. Under special circumstances, some students may be admitted to the General Studies Program by the University Admissions Committee. Students so admitted must successfully complete the requirements of the General Studies Program to declare a major in a college or school. However, the Admissions Committee is most interested in the student with solid academic achievement in five or more college preparatory courses each of the four years of high school. **Minimum** preparation must include the following:

1. four years of English
2. at least three years of math, including Algebra I, Geometry, and Algebra II
3. three years of natural science
4. two years of social science
5. two consecutive years of a modern language.

Suitable college preparatory electives will complete the applicant's program. A grade point average of better than 3.0 is typical for students accepted to Stetson. International students should note specific steps for application listed later in this section.

Admissions Notification—Regular Decision Plan

Regular Decision candidates for fall admission will receive notification after December

1. The admission of all candidates remains provisional until final grades have been submitted. If final grades are unsatisfactory, Stetson University reserves the right to withdraw the offer of admission to the student.

Admissions Notification—Early Decision

An Early Decision option is available to well qualified potential first-year students who designate Stetson as their first choice. The deadline for receipt of applications for Early Decision for the fall semester is November 1. The Early Decision Plan of Stetson University is intended to serve those students with strong high school records, rank in class, grade point average, SAT or ACT scores, and special potential to contribute to and benefit from Stetson University.

The Early Decision applicant must sign a contract indicating (1) his or her intention to apply as an Early Decision candidate, (2) that Stetson is the institution of first choice, and (3) that if accepted, he or she will be prepared to pay the enrollment deposit and will enroll at Stetson University. This statement is a contract between the applicant and the University, certifying that upon admission to Stetson, applications to other schools will be withdrawn and the student will attend Stetson. Parents and secondary school counselors sign this contract as well.

Early Decision candidates will be notified before November 25. Students offered early admission are expected to commit to the University within three weeks of the notice of admission by payment of a non-refundable deposit. Students completing a Financial Early Estimator will receive an Early Decision Financial Aid Award. Early Decision eliminates apprehension about college acceptance. Likewise, the student has housing preference and is given preferential treatment throughout the admission process.

Early Entry

Occasionally, high school underclassmen are interested in attending Stetson as full time students prior to their high school graduation. Such students may be considered for admission if their secondary school work is exemplary; standardized tests show great academic potential; and an interview with the Dean of Admissions indicates that the student is mature and able to handle the academic as well as social challenges of college. Such students must submit the same materials required of all first-year student applications. **NOTE:** It is important for Early Entry candidates to be aware that students who enter college without a high school diploma or GED are ineligible for all state and federal financial assistance.

Enrollment Deposit

Accepted students who plan to attend Stetson are required to make an enrollment deposit to indicate an intention to enroll. The fee is \$400 for the student who will live on campus and \$200 for the student who will commute to the Stetson campus. First and second

year students are required to live on campus unless they plan to live with their immediate families in the DeLand area or meet other criteria of the exemption policy. These criteria are listed on the Intent to Enroll form which the student receives upon admission to the University.

The enrollment deposit for the **Early Decision** candidate is due on or before December 15 and is **not refundable**.

The enrollment deposit for the Regular Decision candidate is due on or before May 1. Candidates who are accepted after May 1 and plan to attend Stetson are expected to pay the enrollment deposit within three weeks after acceptance. The Enrollment Deposit is **not refundable**. Applicants are encouraged to pay the deposit as early as possible after acceptance because housing preferences are honored based upon receipt date of this deposit.

TRANSFERS

Applications to transfer for the fall semester should be submitted by March 15. After that date, applicants will be considered on a space-available basis. Transfers may also enter in the spring semester (deadline is December 15), and in the summer session (deadline is May 1).

Transfer candidates will receive notification of admission on a rolling basis upon completion of the application.

To obtain an application, please write to the Office of Admissions, Stetson University, 421 N. Woodland Blvd., Unit 8378, DeLand, Florida 32723 or call (386) 822-7100 or (800) 688-0101. An on-line application is available at our Web site at www.stetson.edu.

Transfer Application Process

Transfer applicants must submit the following:

1. completed application, including a personal statement. Information given in the Personal Statement is very crucial to the admissions decision if the applicant is not currently attending college full-time.
2. \$40.00 application fee which is nonrefundable
3. final high school transcript and transcripts from all colleges attended
4. SAT or ACT testing results (if transferring to Stetson University with fewer than 30 credit hours)
5. recommendation from employer if currently employed

Music students must also satisfactorily complete an audition.

Admissions Requirements

A student who wishes to transfer to Stetson University must

1. have completed a semester of academic work at a regionally accredited college or university at the time of entry, and not be concurrently enrolled in high school
2. be in good standing and eligible to continue or be readmitted at the last institution attended, unless all work has been completed or the student has graduated from that institution
3. have earned at least a C cumulative grade point average (2.0 on a 4.0 scale) in a college parallel program. Most successful transfer candidates have earned at least a 3.0 grade-point average
4. meet all criteria for first-year admission if less than 30 semester hours of college credit have been earned

Stetson University honors suspensions of the last institution, and credit will not be awarded for work taken during the suspension period.

It is the responsibility of the candidate to provide the Dean of Admissions at Stetson University with official transcripts of work completed from all colleges attended. Concealment of previous attendance at a college or university is cause for cancellation of admission and registration.

Transfer of Credits

Credit will be allowed for those courses in which the student has earned a grade of C (not C-) or better and which are equivalent to courses offered at Stetson University. Evaluation of credit will be done on an individual basis, and a copy of that evaluation will be mailed to the candidate after admission to the University has been granted.

Credits transferred are included in the total hours the student has earned, but the grades are not transferred and do not affect the student's grade point average at Stetson. However, all courses taken at all institutions are used in computing graduating academic honors. (See the Academic Honors section under Academic Programs.)

A course completed elsewhere at the first year or sophomore year (100 or 200) level that is taught at Stetson at the upper-division level may not be used to satisfy a junior- or senior-level (300 or 400) requirement even if the title of the course is the same or seems similar. A student may not receive credit for both courses.

Community Colleges (2-year, lower-division institutions)

Students may expect to receive up to 60 hours of credit for courses satisfactorily completed at regionally accredited two-year colleges, provided that the grade earned is C (not C-) or better and that they were courses generally accepted at the same level in a bachelor's degree program at Stetson. Appropriate Stetson colleges or schools and departments will determine the applicability of these credits to specific degree requirements.

Once 60 hours of credit have been earned in courses generally accepted in a bachelor's degree program, no additional credit may be transferred from a lower-division, two-year community or junior college.

Articulation Agreements with Community Colleges

Stetson University welcomes applications from qualified candidates from all regionally accredited community colleges. Formal Articulation Agreements exist between Stetson and the Florida state community colleges. Students with an earned Associates of Arts degree from a Florida community college will receive 60 hours of credit from Stetson. Applicants from other community colleges are also welcome.

Four-Year Colleges or Universities

Students may expect to receive credit for courses satisfactorily completed at regionally accredited senior institutions, provided the grade earned is C (not C-) or better and that they were courses generally accepted at the same level in a bachelor's degree program at Stetson. Appropriate Stetson colleges or schools and departments will determine the applicability of these credits to specific degree requirements.

To earn a Stetson degree, students must complete at least 45 credit hours at Stetson University.

INTERNATIONAL STUDENTS

Stetson encourages applications from international students. Students are expected to meet the regular admissions requirements and demonstrate proficiency in English by scoring no less than 550 on the paper-based or 213 on the computer-based Test of English as a Foreign Language (T.O.E.F.L.) of the College Entrance Examination Board. Admission of international students is based primarily on records of previous achievement. **The Admissions Committee will not admit students who are not proficient in English and**

whose records do not indicate potential successful academic performance at Stetson.

After receiving application papers from the Admissions Office, a student should proceed as follows:

1. Complete and submit the personal application with the \$50 (U.S.) nonrefundable application fee
2. Submit results of the T.O.E.F.L.
3. Provide secondary school transcripts and a certified English translation of these transcripts
4. Submit results of the ACT or SAT testing, if available
5. Submit the completed Medical History Report, which must be signed by a parent or guardian
6. Submit the International Student Certification of Finances. The University has limited financial assistance funds for international students.

Students wishing to transfer college credit to Stetson University must also provide the following:

1. an official transcript from all universities attended
2. a certified English translation of those transcripts

When all of these documents are received by the Office of Admissions, Stetson University, 421 N. Woodland Blvd., Unit 8378, DeLand, Florida 32723 USA, we will determine the appropriate transfer credit to be awarded.

Fees

International students are required to make an enrollment deposit of \$2000, of which \$400 is non-refundable, toward their cost of study at Stetson. This deposit must be received before the Form I-20 "Certificate of Eligibility" is issued by the University and returned to the student for his or her application for a student visa.

Insurance

International students are required by U.S. immigration law to have health insurance coverage or to obtain it here in the U.S. Information is available at the Center for International Education.

EXEMPTION AND PLACEMENT POLICIES

Students are encouraged to take exemption and placement examinations. Those who have not taken Advanced Placement examinations in high school may seek exemption by taking the College Level Examination Program (CLEP) tests, which are available monthly, or by taking departmental exemption examinations which are offered periodically in several basic areas, as are placement tests in foreign languages. Applications for CLEP or departmental exams and further information about either may be obtained from the Dean's office in the College or Schools.

Advanced Placement Program: Credit toward a college degree is granted those who achieve scores of 4 or 5 on the CEEB Advanced Placement test. Exception: credit will be given for a score of 3 in the case of Calculus, Chemistry, English Literature/Composition and English Language/Composition. Scores of 3, 2, or 1 will not earn credit but may permit waiving a course as a prerequisite to advanced work, upon written recommendation of the department chair concerned. Advanced Placement allows students a wider range of course choices and may reduce the length of time necessary to earn an undergraduate degree. Further information on exemption and placement, including CLEP, AP, and International Baccalaureate programs, appears in "Taking the First Step: Registration for First-Year Students," published annually.

CLEP: Credit may be earned through the College Level Examination Program of the College Board. Contact the University Registrar for more information on CLEP.

International Baccalaureate Program: Recognizing their commitment to academic excellence, Stetson University awards credit and advanced standing to students who complete the IB Diploma with scores of 5 and above on their subject exams. Credit may also be offered for scores of 5 and above on standard level exams. Exception: credit will be given for a score of 4 in the case of biology and chemistry higher-level exams.

The University Registrar makes individual evaluations for credit and placement in consultation with academic departments.

Departmental Exemption Tests: Departmental exemption examinations are offered periodically in several basic areas, as are placement tests in foreign languages. Information about these exemption tests may be obtained from departmental offices or Deans' offices.

EXPENSES

University Undergraduate Expenses (New Students During FY 2005-06)

Tuition (9 months)	\$23,975
General Fee.....	870
Student Life Fee	135
Technology Fee.....	470
Residence Halls (average).....	4,075
Board (maximum meal plan)	<u>3,200</u>
Total	\$32,725*

*Plus the cost of books, estimated to be approximately \$1,000 a year.

University Undergraduate Expenses (Students Entering During FY 2004-05)

Tuition (9 months)	\$23,910
General Fee.....	870
Student Life Fee	135
Technology Fee.....	450
Residence Halls (average).....	4,075
Board (maximum meal plan)	<u>3,200</u>
Total	\$32,640*

*Plus the cost of books, estimated to be approximately \$1,000 a year.

University Undergraduate Expenses (Students Entering During FY 2003-04)

Tuition (9 months)	\$23,670
General Fee.....	870
Student Life Fee	135
Technology Fee.....	450
Residence Halls (average).....	4,075
Board (maximum meal plan)	<u>3,200</u>
Total	\$32,400*

*Plus the cost of books, estimated to be approximately \$1,000 a year.

University Undergraduate Expenses (Students Entering 2002-03 and Before)

Tuition (9 months)	\$23,275
General Fee.....	870
Student Life Fee	135
Technology Fee.....	180
Residence Halls (average).....	4,075
Board (maximum meal plan)	<u>3,200</u>
Total	\$31,735*

*Plus the cost of books, estimated to be approximately \$1,000 a year.

Undergraduate Tuition per Credit Hour (eight or fewer credit hours per semester)	\$760
Undergraduate Summer School 2005 Tuition Per Credit Hour	\$575

DeLand Campus Graduate Expenses (all programs)

Tuition Per Credit Hour	\$500
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Celebration Campus Graduate Expenses

Teacher Education—Tuition Per Credit Hour	\$500
Counselor Education—Tuition Per Credit Hour	\$500
Business Administration—Tuition Per Credit Hour	\$600
JD/MBA—Tuition Per Credit Hour	\$625

The University reserves the right to adjust the above prices at the beginning of each term.

Enrollment Deposit

Upon notification of acceptance, all admitted students intending to enroll, except auditors, are required to pay an enrollment deposit of \$400. For commuting students the deposit is \$200. This deposit is due on or before May 1 or within three weeks of notification of admission for those students admitted after May 1. The deposit is applied to the student's account within the same school year for which the deposit is requested.

Residence hall rooms are assigned in order of receipt of the enrollment deposit. Detailed information with room rents and descriptions may be obtained from the Director of Residential Life. Further information concerning residence hall policies and facilities can be found in the Residence Hall Guidebook. Students who live off campus must file their correct local address with the Office of Student Affairs during registration each semester.

Meal Plan Selection and Charges

Stetson University has two different methods of purchasing food on campus. The dining service meal program has been designed to fulfill the students' daily nutritional needs and offer the most flexibility for choice. The program includes traditional meal plans with a declining dollar (flex dollars) account. Meals can only be used at the Commons and the Hat Rack to include Einsteins Bagels, Freshens Yogurt, and on-line grill concepts. Flex dollars, on the other hand, are spent like cash. They can be used to purchase retail items, a la cart at the Commons, Hat Rack, Coffee Kiosk, late night pizza delivery from a national chain under contract.

Please reference all available meal plans below or contact Dining Services at (386) 822-8780 for clarification. The maximum cost for each program is \$3,200.00 (tax included) for the Fall 05 and Spring 06 semesters. Resident first and second year students are required to participate in the dining service program. Changes in meal plans can be made only at the beginning of each semester. Additional flex dollars can be bought during the semester. After semester meal plans are fixed (see academic calendar for last day to change meal

plan selections), students may not charge additional meal points to their student account. After that date, students may only purchase additional meal points with cash, by check, or by credit card (Visa, MasterCard or Discover).

Meal Plans per semester (2005-2006 academic year):

Plan	Number of meals per week	Price per plan (including sales tax)
A	19 meals plus \$100 flex	\$1,600.00
B	15 meals plus \$175 flex	\$1,600.00
C	15 meals plus \$50 flex	\$1,250.00
D	7 meals plus \$100 flex	\$925.00
E	5 meals plus \$100 flex	\$690.00

Freshmen living in the dorm must choose either meal plan A or B. Sophomores living in the dorm must choose either meal plan A, B, or C.

Insurance

The University does not provide accident or health insurance for students. Optional student insurance may be obtained at the student's expense. Information on optional student insurance may be obtained from the Office of Administrative Services. Health services are provided to students for minor illnesses.

Auditing Fee

The auditing fee in the College of Arts and Sciences, the School of Music, the School of Business Administration, and in lecture courses is \$285.00 per credit hour. Laboratory courses and applied music and art courses are charged to auditors at the regular tuition rate.

Special Charges

There is a one-time orientation fee of \$100 for all new students. Late registration will be assessed a \$25 late fee.

Fees in the School of Music

Fees for practice rooms and instrument rental vary according to the amount of time and the instrument involved. Charges are made for private lessons in applied music when such are elected and not required by a course of study. For these fees and charges, see the Music School Student Handbook, available by writing to the Dean of the School of Music.

University Bookstore

The bookstore accepts cash, personal checks with a student ID, MasterCard, Visa, and book vouchers. Book only vouchers are available for full athletic scholarship recipients, and recipients of full scholarships based on merit. Book and supply vouchers are available for students who will have a credit balance on their account after their financial aid has been applied. If eligible, please see the Office of Financial Aid in Griffith Hall.

Student Billing

Undergraduate students taking 9 or more credit hours in the fall or spring semesters will be billed at the full-time semester rate. Students who take 8 or fewer credit hours in the fall or spring semesters will be billed per credit hour, as will graduate and post-graduate

students. Tuition assessments will be based on the student's course load as of the last day of the add/drop period, excluding full withdrawals. The last day to drop a course without financial penalty is specified in the Academic Calendar. The bill must be paid in full before registration unless other arrangements have been made with the Office of Student Accounts. The University accepts cash, personal checks, Visa or MasterCard. In addition, an interest-free installment plan through Key Bank is available with automatic approval. To activate the installment plan, an application from Key Bank, including a \$75 fee, must be submitted in advance of registration. Application forms are available from Admissions, Financial Planning, and the Office of Student Accounts. All accounts must be paid in full for a student to receive a diploma or request a transcript.

Policy on Student Accounts Receivable

Financial arrangements for the satisfaction of student account balances need to be completed prior to the first day of classes.

Registration

Students with account balances of \$2,000.00 or more will not be allowed to register for the upcoming semester.

Students will be able to register for the upcoming semester if their account balance is less than \$1,000.00. This policy is subject to change.

Activation

To activate registration for the current semester, students must have paid in full any account balance from a previous semester. Otherwise, their course registration will be canceled.

Graduation – Book Charges – Meal Plans

Students will be allowed to participate in Commencement if their balance is below \$500.00, but will not receive transcripts or a diploma until the balance is paid in full.

Students may not charge books to their student account, except for fully-funded scholarship students, or in cases where students have made other financial arrangements (these arrangements will require a book voucher from the Office of Financial Aid).

After semester meal plans are fixed (see Academic Calendar for last day to change meal plan selections), students may not charge additional meal points to their student account. After that date, students may only purchase additional meal points with cash, by check, or by credit card (Visa, MasterCard or Discover).

If you have questions, you may contact the Office of Students Accounts at (386) 822-7050, by e-mail at STUACCTS@STETSON.EDU, or visit a student accounts representative in Elizabeth Hall in room #112.

Return of Federal Funds

This policy applies only to students who receive Federal student assistance under Title IV of the Higher Education Act. Types of assistance in this classification are Federal Pell Grant, Federal SEOG, Federal Perkins Loan, Federal Stafford Loan, and Federal PLUS Loan.

A student "earns" Title IV funds in direct proportion to the length of time he or she remains enrolled. The percentage of time during the semester that the student remained enrolled is the percentage of aid for that semester that the student earned. A student who remains enrolled for more than 60% of the semester earns all of his or her aid for that semester.

Federal regulations require that some or all federal funds must be returned to the various Title IV programs if a student withdraws on or before 60 percent of the term has elapsed. For the fall and spring semesters of the 2005-2006 academic year, 60 percent of the term

will elapse as of October 31, 2005, and March 23, 2006, respectively. The calculation of the return of these funds may result in the student owing a balance to the University and/or the federal government. These funds are returned in a specific order until each program is reimbursed up to 100 percent of the amount received by the student for that term. The distribution order for return of funds is as follows:

1. Federal Unsubsidized Stafford Loan
2. Federal Subsidized Stafford Loan
3. Federal Perkins Loan
4. Federal PLUS Loan
5. Federal Pell Grant
6. Federal SEOG
7. Other Federal Title IV Programs

Student Withdrawal and Dropped Courses

Students officially withdrawing from their entire course load during the first half of a fall or spring semester will receive a prorated tuition, fees, and housing credit as follows:

- on or before the first day of classes --100 percent credit
- after the end of the first day of classes, but on or before 10 percent of the term has elapsed--90 percent credit
- after 10 percent, but on or before 25 percent of the term has elapsed -- 50 percent credit
- after 25 percent, but on or before 50 percent of the term has elapsed -- 25 percent credit
- after 50 percent of the term has elapsed -- no credit

The Meal Plan will be refunded according to usage.

Important Refund Dates for Fall and Spring, 2005-2006

Fall Semester 2005

Refund	From	To
100%		August 24
90%	August 25	September 2
50%	September 3	September 16
25%	September 17	October 17

Spring Semester 2006

Refund	From	To
100%		January 10
90%	January 11	January 20
50%	January 21	February 3
25%	February 4	March 1

In the summer term, students who withdraw within the first week will receive a tuition and residence hall refund of 50 percent. After one week, no refunds will be made.

Please note that any amount credited under this section will be applied first to any unpaid charges on the student's account. Students receiving federal assistance should read Return of Federal Funds above.

No adjustments - other than those described above - are made for any fees. Any appeal regarding withdrawals or drop refunds should be directed to the Vice President for Finance.

Courses dropped on or before the last day of the add/drop period, excluding official withdrawals, are credited at 100 percent if the student is billed on a per credit hour basis.

No refund is given for courses dropped after the add/drop period. Note carefully that this schedule for financial adjustment does not coincide with the schedule for dropping of class registration for academic record purposes.

STUDENT FINANCIAL AID

Stetson University's Office of Financial Aid is dedicated to responding to the needs of students, faculty, administration, alumni and the community. We are committed to assisting students achieve their educational goals by providing information on the various options available to finance their Stetson education.

To be eligible to apply for most financial assistance programs, a student must

- Apply for admission to Stetson University
- Be a U.S. citizen or eligible non-citizen
- Be making satisfactory academic progress
- Be registered with Selective Service, if required to do so
- Be in good standing regarding loan repayment: not be in default on a loan or owe a repayment on a previous financial assistance award received at any institution.

APPLYING FOR ASSISTANCE

There are only a few simple steps involved in applying for financial assistance. Closely following each step will make the process much easier to complete. The first step is to file the Free Application for Federal Student Aid (FAFSA). It is important to note that this can be accessed by going directly to the FAFSA website, www.fafsa.ed.gov or through a link on Stetson's website, www.stetson.edu. The filing of the FAFSA should take place as soon after January 1st, 2005 as possible (for the 2005-2006 academic year). Filing this application electronically will speed up the process and reduce the risk of errors. Therefore, electronic filing is strongly encouraged. It is also recommended that BOTH the student and the parent (if student is a dependent student) apply for a PIN (personal identification number) before completing the FAFSA on-line. You can apply for a PIN by visiting the website, www.pin.ed.gov. This PIN will serve as your electronic signature on the FAFSA. This will allow the processing to be completely paperless. If you do not electronically sign the FAFSA, the student and the parent must sign a signature page and mail it to the federal processor within 14 days of the electronic submission.

A Renewal FAFSA on the web is available to students who filed an application during the previous academic year. Renewal information can also be accessed at the FAFSA website, www.fafsa.ed.gov. Students must have a PIN in order to file using the renewal application. Therefore, it is important for the student and/or parent to keep their PIN in a safe place for future use.

Students who have their application materials completed by March 15, 2005, will receive priority processing for Stetson financial assistance. When completing the FAFSA, be sure to list Stetson University with our Title IV institution code (001531). This will ensure that we receive the electronic results of your application.

The next step is to complete the Stetson University Financial Assistance Information Form. This form can be obtained by visiting our website at www.stetson.edu or by visiting the Office of Financial Aid in Griffith Hall. **Please note that this form is only required for new incoming/transfer students.**

Once an applicant has submitted both the FAFSA and the Stetson Financial Assistance Information Form, he/she should watch the mail and respond to any requests for information. Applicants should review all information sent to them for accuracy and respond accordingly. Please note: do not send tax returns or additional information unless specifically requested to do so.

NEED-BASED ASSISTANCE

Although there are a great variety of need-based financial assistance programs, they fall into three major categories: grant programs; loan programs; and student employment programs. To qualify for any of these programs, a student must first complete the FAFSA and Stetson MUST have the processed results from the federal processor.

Grant Programs

Need-based grants are provided as "free money" to help defer educational costs. Several sources exist for grant opportunities such as Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Florida Student Assistance Grant (FSAG), and Stetson Grant.

Loan Programs

Student loans offer an excellent low-interest alternative to help finance your education. There are two subsidized loan programs that are available to students. The Federal Subsidized Stafford Loan and the Federal Perkins Loan. The Federal Perkins Loan funds are limited and therefore early FAFSA filing is encouraged. Please note: Subsidized loans are ones in which the government pays the interest on the loan while the student is enrolled at least half-time in a degree seeking program. Subsidized loans are based on financial need as determined by the FAFSA.

Student Employment Program

Stetson University has Federal Work-Study funding available to students. The purpose of this work program is to offer employment opportunities to students that will enhance their learning experience as well as help them meet educational expenses. Most students work on-campus, but Stetson also offers off-campus community service programs as well.

NON-NEED BASED ASSISTANCE

Loans

Unsubsidized loan programs such as the Parent Loan for Undergraduate Students (PLUS) and the Federal Unsubsidized Stafford Loan are available for all students, regardless of need. In order to receive the Unsubsidized Stafford Loan, applicants must complete the FAFSA and be determined ineligible for the Subsidized Stafford Loan. Please note: Unsubsidized loans are ones in which the student is responsible for the interest. The government does not pay the interest on Unsubsidized loans as determination of loan type is based on financial need. In addition, several private educational loan programs exist to assist credit-worthy individuals with educational expenses. Interest rates vary by program and specific eligibility criteria will apply to each.

PAYMENT OPTIONS

Stetson offers students and families the option of paying tuition, fees, room, and meal plan through a monthly payment plan. Beginning June 1, families may make ten equal payments with no interest. There is also a Stetson Credit Card Payment Plan. Interested families should contact the Office of Student Accounts at 386-822-7050.

FLORIDA PREPAID COLLEGE PROGRAM

Participants in the Florida Prepaid College Program may have Stetson University bill the plan on their behalf. Participants need to provide Stetson's Office of Financial Aid with their Florida Prepaid account number and, if applicable, their dormitory account

number. Stetson will normally bill for 15 hours per semester for 8 semesters, for a maximum of 120 hours. Stetson can bill for a different amount per semester upon receiving written notification from the plan's owner. The rate at which we bill per credit hour is provided to us by the underwriters of the Florida Prepaid College Program each academic year and is based on an average rate of the Florida public universities. Dormitory semesters are billed one semester at a time until they are exhausted. Please note: In order to use the Florida Prepaid program at Stetson University, the owner of the program must complete a Transfer Form. This form may be obtained from the Florida Prepaid Office or by visiting our website, www.stetson.edu/financialaid/types.php. Please note that this form needs to be submitted to the Florida Prepaid Office. Please call 1-800-552-4723 if you have any questions.

VETERANS' AFFAIRS EDUCATIONAL BENEFITS

Stetson University participates in the U. S. Veterans' Affairs Educational Benefits Programs. The Office of Financial Aid coordinates verification with the Registrar's Office and submits the appropriate forms. Current V. A. programs are Chapters 30, 31, 34 (if any remaining entitlement/eligibility), 35 and 1606.

All recipients of V. A. Educational Benefits must complete a Veteran's Registration Information form each year. This must be submitted to Stetson's Office of Financial Aid along with a Certificate of Eligibility (V. A. form 22-0557) or Award Letter (V. A. form 20-8993). Once these are received, the V. A. Regional Office will be notified of your enrollment.

For additional information, please contact the Office of Financial Aid or visit the website, www.stetson.edu/financialaid/military.php.

SCHOLARSHIP PROGRAMS

Stetson University provides a number of academic scholarships in recognition of outstanding academic achievement and in support of leadership potential. Unless otherwise noted, scholarships are awarded by the Office of Admissions.

The Awarding of Academic Scholarships

Academic scholarship candidates must have completed and returned an Application for Admission to Stetson. Most scholarships will be awarded on the basis of the high school record, standardized testing, and community service record. Awards will be made to accepted students beginning in January of the senior year of high school. Early Decision candidates will be considered earlier.

The University may adjust awards to comply with federal and state regulations in those instances when the student is eligible for state or federal grants through need-based financial aid programs. Also, adjustments may be made to accommodate other scholarship awards. The University will not award scholarship amounts in excess of actual educational costs at Stetson. Most scholarships are awarded with the expectation that the student will live on campus. The University does reserve the right to rescind or revise any financial aid award to ensure accuracy and abide by regulations.

At times, students are awarded Stetson scholarships that may later be changed to Challenge Gift Scholarships or other named awards. Many of the donors enjoy meeting their scholarship recipients, so students who receive named awards may have that opportunity. Named scholarships are NOT given in addition to Stetson scholarships.

Each candidate is eligible for one academic scholarship only, but academic or leadership scholarships may be made in combination with music talent scholarships, athletic grant-in-aids, and with need-based assistance.

Applying for Academic Scholarships

Students will be considered for academic scholarships based on materials submitted at the time of application for admission. Students who qualify for the J. Ollie Edmunds Distinguished Scholarship will be asked to submit additional information. A personal interview is highly recommended for scholarship consideration.

Scholarship Categories

Most students given scholarships at Stetson will receive one of the following types of awards:

- Stetson Hatter Award
- Dean's Scholarship
- Faculty Scholarship
- Presidential Scholarship
- Trustee Scholarship (only a limited number per year)

The Scholarship Committee will identify the appropriate scholarship for each candidate; students do not need to specify the individual scholarship they are seeking, with the following three exceptions: the J. Ollie Edmunds Distinguished Scholarship, athletic awards, and music scholarships.

The J. Ollie Edmunds Distinguished Scholarship Program

The J. Ollie Edmunds Distinguished Scholarship Program is a nationally competitive academic scholarship program, which pays all expenses for students who exhibit top academic and personal leadership potential.

Established by the Gualala Foundation to honor its founder, the late J. Ollie Edmunds, the purpose of the program is to attract students with superior intellectual creativity and brilliance to Stetson University.

The scholarships cover full tuition, fees, books, and on-campus room and meal plan for four years for students distinguishing themselves in academics, intellectual abilities, leadership, character, and personal achievements in athletics and/or the arts.

The program also includes a \$1,500 summer internship stipend to be used between the scholars' sophomore and junior years, with the option of studying abroad during their Stetson careers.

Candidates for this prestigious award must be nominated by their principal, headmaster, or a U.S. Senator or Representative. Finalists are required to be present for an on-campus interview in the spring. Renewal requirements for this scholarship are more stringent than the other scholarships and therefore a 3.5 grade point is required.

Stetson Scholarship Renewal Policy

Stetson scholarship assistance is awarded for eight semesters or until the student graduates (whichever is earlier) for a student who enters as a first-year student. Transfer student scholarships are awarded for the period specified in their initial scholarship notification or until they graduate (whichever is earlier).

A student's cumulative grade point average (cum GPA) is considered in scholarship renewal. A 2.75 cum GPA is required for renewal of all Stetson scholarships unless the donor has requested a higher GPA. There is no rounding up of GPA's.

Scholarship recipients must maintain good academic standing. GPA's will be checked at the end of each spring term. A student will be given a one-year probationary period if the cum GPA is below a 2.75 (or that which the donor specifies). If the cum GPA does not meet the minimum standards after the probation period, but is at least a 2.0, the student will retain 75% of the original scholarship amount. Scholarships are suspended for any student failing to earn a 2.0 cumulative GPA at the end of their fourth semester.

At the end of each subsequent spring term, a student's cum GPA will be checked. At the time the cum GPA is at or above the minimum for the student's scholarship, the Stetson scholarship will be reinstated at the original value. The student may notify the Office of Financial Aid at the end of any term if the student's cum GPA has met the minimum standards and the scholarship will be reinstated at the original value. Please note that students who entered Stetson prior to 2004-2005, have different renewal criteria. A 2.70 cum GPA is required for renewal (unless the donor has requested a higher GPA), and students will retain 90% of the original scholarship amount after the one-year probationary period if the cum GPA is not at least a 2.70, but is at least a 2.0.

STATE OF FLORIDA FINANCIAL ASSISTANCE

Students who are permanent residents of the state of Florida need to be familiar with certain deadlines and requirements in order to receive state assistance. To be considered a Florida resident, you (or either parent/legal guardian if you are dependent) must have been a Florida resident for other than educational purposes for a **minimum of twelve (12) consecutive months prior to the beginning of classes for the 2005-2006 academic year.** Most recipients of Florida financial assistance must not have previously earned a bachelor degree. **Recipients of the Florida Resident Access Grant (FRAG) and Florida Student Assistance Grant (FSAG) must be enrolled full time, have at least a 2.0 cum GPA, and earn 24 credit hours during the academic year to maintain eligibility.**

- **Florida Resident Access Grant (FRAG)** is a non-need-based grant for full-time undergraduate students attending an eligible private institution, such as Stetson University. The award amount is specified in the General Appropriations Act each year. Applications for this grant are available at Stetson's Office of Financial Aid. The deadline for submission of an application is October 1 (February 1 for students entering in the spring term). For the 2004-2005 academic year, the award amount was \$2,369. Eligibility is limited to 9 semesters.
- **Florida Student Assistance Grant (FSAG)** is a need-based grant from the Florida Department of Education. A FAFSA or the Renewal FAFSA must be submitted in order to be considered for this grant. For the 2004-2005 academic year, the maximum award amount was \$1,592. Eligibility is limited to 9 semesters. Funds are limited and awards are based on need and file completion date.

The State of Florida's Bright Futures Program

The Bright Futures Program is an umbrella program that is comprised of three academic scholarships that are funded by the State of Florida. The three scholarships are 1. Florida Academic Scholars Award; 2. Florida Medallion Scholars Award (lottery-funded); and 3. Florida Gold Seal Vocational Scholars Award. **A STUDENT MAY ONLY RECEIVE ONE OF THE THREE SCHOLARSHIPS AND MUST APPLY WHILE A HIGH SCHOOL SENIOR.** Eligibility is determined while in high school and verified by the Florida Department of Education, Office of Student Financial Assistance. These scholarships are renewable up to 132 attempted credit hours.

Renewal Requirements for the Florida Academic Scholars Award

3.0 (all college work GPA) AND 6 credit hours EARNED per semester.

Renewal Requirements for the Florida Medallion Scholars Award

2.75 (all college work GPA) AND 6 credit hours EARNED per semester.

Renewal Requirements for the Florida Gold Seal Vocational Scholars Award

2.75 (all college work GPA) AND 6 credit hours EARNED per semester.

For 2004-2005, a student enrolled full time was awarded \$2,344 under the Florida Medallion Scholars and Florida Gold Seal Vocational Scholars and \$3,724 under the Florida Academic Scholars Award. If you have questions regarding the Bright Futures program, you may call the Office of Student Financial Assistance, Florida Department of Education at 1-888-827-2004 (toll-free) or visit the website, www.firn.edu/doe/brfutures.

ON-CAMPUS HOUSING EXPECTATION

All first-year and sophomore students are required to live in on-campus housing for the full academic year (fall and spring semesters). This requirement applies to students who have earned less than 60 credit hours, are under 21 years of age, are not married, and do not reside with immediate family. Students who do not adhere to this policy will receive a reduction in their Stetson-controlled grant/scholarship funds.

Juniors and seniors, while not required to live in on-campus housing, may receive a reduction in their Stetson-controlled grant/scholarship funds if they choose to live off campus. The first \$1,000 of Stetson-controlled money will be protected. For first-year, sophomore, and junior students, the reduction may be as much as \$2,500. Students who have achieved senior status (earned at least 90 credit hours by the start of the fall semester) will receive a reduction not to exceed \$1,500. Exceptions to this penalty include students who are age 24 or older, married, receiving faculty/staff tuition benefits, or residing with immediate family. Students participating in a required university-approved, off-campus internship will also be exempt from this policy. The housing requirement and financial penalty will be strictly enforced. Please note: Changes to this policy may occur. Please check with the Office of Residential Life for possible adaptations made after this publication's print date.

SATISFACTORY ACADEMIC PROGRESS FOR CONTINUED FINANCIAL AID

All financial assistance recipients will have their academic progress reviewed each year at the end of the spring semester to determine whether satisfactory progress requirements have been met. Standards of Academic Progress apply to all recipients of federal (Title IV) financial assistance, state assistance, Veterans' Affairs Educational Benefits (see number III), and Stetson University financial assistance programs.

1. The following summarizes the **minimum acceptable standards**:

- A. **Maintain academic good standing**: Students enrolled in their first three semesters at Stetson must have a minimum of a 1.6 GPA. Beginning at the completion of the fourth semester at Stetson University, all students must obtain a minimum of 2.0 cumulative GPA.
- B. **Make measurable progress toward degree completion**: The following **Measurable Progress Completion Chart** lists the minimum credit hours that must be completed per semester:

<u>Full-Time Semesters of Attendance</u>	<u>Minimum Credit Hours Required*</u>
1	10
2	20
3	30
4	40
5	50
6	60
7	70
8	80

**Full-Time Semesters
of Attendance**

9
10
11
12**

**Minimum Credit
Hours Required***

90
100
110
120

* Students who fail to enroll for 12 credit hours each term may have their award revised or canceled.

** Not eligible after 12 semesters of full-time enrollment. (Part-time students may be eligible up to 24 semesters.)

A term in which a student withdraws from the University will be counted towards the semesters of eligibility as listed above.

- II. **Satisfactory Progress Warning:** Students who have not met these requirements will be placed on Satisfactory Progress Warning. The purpose of the warning period is to provide the student an opportunity to return to an acceptable standard without automatic loss of financial assistance.

To successfully complete the warning period, the student must make up for any deficiency from previous terms and earn sufficient credit hours for the warning period itself based on the Measurable Progress Completion Chart. In addition, beginning with the fourth semester of attendance at Stetson, students must also maintain a 2.0 cum GPA.

If, at the end of the warning period, the student has not completed the required minimum credit hours and/or earned at least a 2.0 cum GPA, the student will be ineligible for financial assistance. This ineligibility for assistance shall be in effect until the student once again attains the minimum acceptable standard, or demonstrates through the appeals process that extenuating circumstances impacted the student's ability to maintain Satisfactory Academic Progress.

- III. **Veterans' Affairs Educational Benefits** will be terminated for any eligible student who fails to achieve a 2.0 cumulative GPA after two semesters of academic warning. Benefits may be re-instated when a student regains a 2.0 cumulative GPA. Grades will be monitored at the end of every semester for these requirements.

- IV. **Satisfactory Progress Appeals:** Any student who is unable to meet Satisfactory Academic Progress requirements due to unusual and/or extreme circumstances may provide the Office of Financial Aid with a written statement as to the reason for lack of progress and a request that assistance not be suspended. Also, the appropriate Dean must write a letter of support. It may also be necessary to provide written documentation (such as a letter from a physician, etc.) where appropriate. The Appeals Committee shall review written appeals as they are received. The student will be informed within 10 working days as to the outcome of the appeal.

- V. **Enrollment Status:** Students typically must be enrolled at least half time each term in order to be eligible for federal funds. Students enrolled less than full time each term will usually not be eligible for certain state funds. Stetson-controlled funds require enrollment in at least 9 credit hours. Each semester enrollment status is determined as of the last day to drop a course without financial penalty as follows:

Undergraduate

Full-Time 12 hours
Half-Time 6-11 hours

Graduate

Full-Time 9 hours
Half-Time 5-8 hours

Note: The Standards of Satisfactory Academic Progress policy is used in determining eligibility for financial assistance. It is not to be confused with the academic standards for continued enrollment at Stetson University. Future federal and state legislation may alter the policy and such changes will not be reflected in this printing. Any questions about the Standards of Academic Progress for financial assistance should be directed to the Stetson University Office of Financial Aid.

STUDENT LIFE

Student life at Stetson University complements the academic purpose of the institution. As the individual growth and development of students are stimulated by being part of the University community, students become productive members of the campus. Since much learning takes place outside the classroom, students are encouraged to take advantage of the residential program, the organizational life, and the many services available to meet needs and to explore opportunities for personal growth, leadership development, and citizenship.

VICE PRESIDENT FOR ADMINISTRATION

The Vice President for Administration and his staff have primary responsibility for the total life and environment of the students as a part of the University community. These concerns include residential life, activities and organizations, student publications, attention to the policies which bind together the community, health services, counseling services, career services, intramural sports, admissions, student financial planning, and intercollegiate athletics.

CAMPUS LIFE COMMITTEE

The Campus Life Committee is composed of five faculty and five students plus the Dean of Students ex officio. Chaired by one of the faculty, it encourages the creation and enhancement of a dynamic and vital campus environment which focuses on the quality of student life that supports the educational mission of the University. Included in but not limited to this concern are the attitudes and values that should characterize the Stetson community.

RESIDENCE POLICY AND PROGRAM

Stetson University prides itself on being a residential University. Approximately 1,500 undergraduate students reside on campus in University facilities. Stetson is concerned not only with the formal education of its students, but also with their total development as persons. It is largely through the residence hall program that this effort toward personal growth and development is realized.

Until they have earned 60 credit hours (junior status), all single underclass students under 21 years of age who do not reside with immediate family are expected to live in on-campus housing for the full academic year. Such students sign a housing agreement for their residence during that period. Please see the On-Campus Housing Expectation policy under the section on Student Financial Assistance for additional information.

The University desires to provide housing of the highest possible quality at the lowest possible rate. Residence halls are staffed with student resident assistants who are chosen and trained by the staff of the Dean of Students. The residence hall staff is committed to working with students in developing a sense of community conducive to academic and personal growth through programming, advising, and acquainting students with the total college experience.

THE CARLTON UNION BUILDING

The Student Union Building, known as the CUB, is in the center of campus and is the hub of several student services and programs on the campus. In the Union are located the Commons cafeteria; faculty lounge; the Hat Rack sandwich shop; Night Lites, student night club; Bookstore; Post Office; the Stetson Room, a large banquet hall; and a small private dining room. Administrative staff offices located in the Carlton Union Building include the Dean of Students, the Department of Residential Life, the Academic Resource Center, and the Registrar. Also located in the CUB are the offices of various student publications (The Reporter newspaper and Touchstone literary journal) and the offices of the Student Government Association; Interfraternity Council; and Panhellenic Council.

ORIENTATION AND REGISTRATION

New students are welcomed to the campus a few days before fall registration to participate in a comprehensive orientation program. New first-year and transfer students meet administrative staff, faculty members, student staff, and community leaders. Seminars are conducted on important issues students will confront upon their integration into the University community.

New students attend an orientation and registration session in late April called Preview Day. Here they consult with their faculty adviser, register for fall classes, and become familiar with campus. Parents are invited to an information program at the same time. Abbreviated orientation sessions are also held at the beginning of each semester and summer session for new students enrolling at those times.

COUNSELING CENTER

The Counseling Center is a mental health and personal growth facility providing crisis intervention, individual and group counseling, consultative services, and outreach programming. Assistance is offered for a wide range of concerns such as homesickness, relationship issues, family problems, alcohol and other substance abuse, loneliness, career decision-making, depression, anxiety, eating disorders, low self-esteem and attention deficit disorders. Psychologists are available by appointment and on a walk-in basis, for personal, confidential counseling.

The Counseling Center is a testing site for the Law School Admission Test, Certification Examinations for Florida Educators, Miller Analogies Test, and Graduate Record Examination (subject test only).

ACADEMIC SUPPORT AND SERVICES FOR STUDENTS WITH DISABILITIES

The Academic Resource Center (ARC) offers academic assistance to all students in the form of "Drop In" Study Skills sessions (Time Management, Procrastination, Test Preparation, Goal-Setting, Note-Taking, etc.), individual assistance, and LEAP (Learning Enrichment and Assistance Program). LEAP is a structured academic improvement program especially designed for students on academic warning or probationary admission.

In addition, the ARC acts as a liaison between faculty and students with documented disabilities by recommending reasonable accommodations for a successful college experience.

Any student who self-identifies and provides appropriate documentation that verifies a disability may receive services. Disabilities may include specific learning disabilities, attention deficit-hyperactivity disorder, mobility impairments, blind/visual impairments, deaf/hard of hearing, or other health impairments.

How to Request Services for Students with Disabilities:

1. After being admitted to Stetson, submit a recent evaluation conducted by a qualified professional that verifies the disability. The University reserves the right to request a second opinion. Please refer to our Documentation Guidelines, available online.
2. Make an appointment to meet with ARC professional staff to discuss accommodations, which are based on each student's individual needs, documentation, strengths, and academic program.
3. Make an appointment at the beginning of each semester (within two weeks) to request specific accommodations.
4. Present each professor with a letter from ARC staff requesting the accommodations. Discuss the recommendations and follow through with the arrangements.

CAREER SERVICES

The mission of the Career Services Office is to support the institution's by designing, implementing and managing services, programs, and systems that meet the career development, employment and future educational needs of students and alumni. Career Services seeks to fulfill this mission through the following interrelated goals:

1. To assist students in acquiring information, knowledge, and competencies which enhance individual career development, academic success, and employability skills.
2. To provide services and resources that support students' and alumni candidacy with graduate/professional schools and employers.
3. To develop relationships with bona fide employers who provide part-time, experiential, and full-time employment opportunities for students and graduates.

For the undecided student, Career Services offers one-on-one career assessment and advising. Students may explore values, interests, and skills and search for occupations using state-of-the-art computer career guidance systems. Extensive occupational and graduate school information is also available.

As one of the members of the Colleges of Central Florida Career Consortium, the Career Services Office provides students with a means to discuss career opportunities with employers from approximately 100 organizations at the CCFCC Annual Spring Career Expo, held in Orlando, FL.

Career Services offers workshops and programs throughout the year to provide students with important job search skills and graduate school application strategies. Students have an opportunity to meet employers and explore opportunities through on-campus interviewing, the Business and Industry Speaker Series, and the Annual Career Expo held on campus in the fall. Career Services also offers HatterTRAK, an on-line referral system, matching students with employers.

The Career Services library holds an extensive collection of employer files, graduate and professional school resources, career planning periodicals, employment trends, and job search preparation resources. In addition, the library houses internship opportunities, employer and alumni contacts.

The Career Services Office is located on the first floor of Flagler Hall.

STUDENT HEALTH SERVICE

The Student Health Service provides outpatient primary care, health and wellness education, specialist referral, and pharmacy services. The professional staff includes the University physician, certified College Health nurse Director, three registered nurses, and a consulting pharmacist.

All currently enrolled Stetson students are eligible to receive services. Visits to the Health Service are free except for medications and laboratory charges, which are billed to the student's account. All medical information is confidential, and may not be released without written permission of the student or according to Florida statutes.

IMMUNIZATION RECORD/INSURANCE POLICY

Prior to registration, all undergraduate students must complete a health history form including documentation of immunizations for measles and rubella. Florida law requires that all students living in campus housing must have had the Hepatitis B and Meningitis vaccines or sign a waiver stating that they have read the information provided and choose to decline the vaccinations.

All students are expected to have health insurance. Students who do not have medical insurance may purchase a major medical policy through the Office of the Vice President for Finance.

STUDENT AUTOMOBILES

All cars, motorcycles, and scooters operated by students must be registered during the first week of school. At that time the student will be issued a set of campus traffic regulations and a car registration sticker that must immediately be affixed to the student's vehicle. The University highly recommends that all cycle or scooter operators wear a protective helmet, both on and off campus, while operating such a vehicle. The Public Safety staff at Stetson works with faculty and other students in enforcing necessary policies while also closely cooperating with the city police. A traffic appeals committee hears any further consideration of violation of regulations.

JUDICIAL AFFAIRS

In any society, large or small, where people live in a community, there must be certain rules established to support the safety, rights and freedom of all concerned. This is true of Stetson University, a community that acknowledges the existence of both rights and responsibilities and is dedicated to personal and academic excellence.

Community members are individually and collectively responsible for their behavior and fully accountable for their actions. The University does not exist as a haven for those who wish to escape the responsibilities imposed by federal, state and/or municipal law. The University will cooperate fully with law enforcement and other agencies in the enforcement of criminal law on campus. A student who has committed or is alleged to have a violation off-campus and whose case is being adjudicated in a public court or hearing is not guaranteed immunity from further review and/or action by the University.

University student judicial proceedings are administered by the Dean of Students who serves as Student Judicial Officer. The office of Student Judicial Affairs is located in Room 201 of the Carlton Union Building. Any student, professional staff, or faculty may submit to the Student Judicial Officer charges against any student believed to be in violation of any University regulation concerned with personal behavior, academic honesty, traffic and security, or residence hall policy.

Students found in violation of the University's established policies or Student Code of Conduct face varying degrees of disciplinary sanctions. Judicial procedures of the University are explained in detail in the Student Code of Conduct printed in *Connections: The Campus Life Handbook and Calendar*.

DISCIPLINARY SUSPENSION

A student who is determined to have violated the Student Code of Conduct and who has had the sanction of either disciplinary suspension or disciplinary expulsion imposed for such violation, shall have his or her enrollment terminated and shall be excluded from the University for the period specified in the terms of the suspension or expulsion. During the period of the suspension or expulsion, the student shall not be permitted to enroll in any courses offered by the University, either in residence or by correspondence, nor shall credit

be given by the University for academic work taken at another institution. In addition, the individual is not permitted to visit the campus community without obtaining prior permission from an appropriate University official. Conditions for readmission may be specified.

ALCOHOL AND DRUGS

Stetson University has adopted a limited use policy with regards to the possession and/or use of alcohol by persons 21 years of age or older. Specific regulations concerning the possession and/or use of alcohol are outlined in *Connections: The Campus Life Handbook and Calendar*. Stetson University has a long-standing policy which prohibits possession, use or distribution of illicit drugs by students and employees.

Judicial proceedings against a student who violates the University policies on alcohol and/or illicit drugs will be initiated in accordance with judicial proceedings outlined in the Student Code of Conduct published in *Connections: The Campus Life Handbook and Calendar*. When it has been determined that a student has violated a policy, a University judicial body may impose sanctions ranging from written warnings to expulsion from enrollment. Offenses may also be the subject of legal action by civil authorities.

In all cases, the University strives to educate students to the potential harmful effects of alcohol and other substance abuse and to counsel students who seek assistance or treatment for alcohol and substance abuse impairment. The University has established offices and staff to educate students of the potentially harmful effects surrounding the use or abuse of alcohol and other substances.

CAMPUS RELIGIOUS LIFE

The University's motto, "For God and Truth," gives voice to its commitment to the religious life of students. The academic program is solidly grounded in liberal learning, which requires that attention be given to the spiritual and ethical dimensions of knowledge in human life. Academic and religious freedom are important to the life of the University, and students and faculty are encouraged to pursue truth in an open, caring, and inclusive community. The university's chaplain provides for the overall religious needs of campus, working with campus ministries and off-campus religious communities to address the diverse religious needs of Stetson's students. Students are active in the leadership of a variety of campus ministries which offer the experience of religious community on campus and serve as links to congregations and religious traditions of the students. Student representatives of several denominational and non-denominational groups and world religions make up the Religious Life Council, which endeavors to foster spiritual growth and understanding among students. Numerous regular and special programs throughout the year help students integrate their experience with religious issues and the intellectual life.

ORGANIZATIONS AND CLUBS

Stetson has many organizations open to all students, affording a variety of activity. Membership in some organizations is based upon special interests or academic achievement; others are primarily social. The social sororities for women are *Alpha Chi Omega*, *Alpha Xi Delta*, *Delta Delta Delta*, *Alpha Kappa Alpha*, *Pi Beta Phi*, and *Zeta Tau Alpha*. The social fraternities for men are *Alpha Tau Omega*, *Phi Sigma Kappa*, *Lambda Chi Alpha*, *Sigma Nu*, *Sigma Phi Epsilon*, *Pi Kappa Phi*, *Alpha Phi Alpha*, and *Delta Sigma Phi*.

Honorary and special interest groups include *Mortar Board* and *Omicron Delta Kappa*, both national leadership honor societies.

Phi Beta Kappa is a national honor society which recognizes outstanding scholarship in the liberal arts for students in the junior and senior years.

Phi Eta Sigma is a national honor society which recognizes outstanding scholarship for students completing the first year.

Each of the academic colleges and schools has departments which sponsor special interest clubs and organizations. A complete list of these groups appears in the *Connections: Campus Life Handbook and Calendar*. Administrative support is provided by the staff in the office of Student Activities.

CULTURAL OPPORTUNITIES

Many groups and organizations help to make life at Stetson interesting and entertaining:

The Stetson Orchestra provides orchestral experience for players and soloists and presents several concerts each year, in addition to joining the Choral Union for oratorio performances and the Opera Workshop for opera productions;

The Concert Choir, which appears on campus often and tours the Southeast to perform at conventions, schools and churches is open to students by audition;

The Stetson Opera Workshop, also open by audition, is an organization for the study of opera through participation in the presentation of selected standard and contemporary operas;

The Symphonic Band is open to students from all three schools. It provides music for various campus activities and presents several formal concerts during the academic year;

The Stetson Jazz Ensemble is composed of students from all three DeLand colleges who perform on a regular basis both on campus and on tour;

Stover Theatre provides a varied major season of dramatic literature for the Stetson community and welcomes participation by all students.

An *Artists and Lecturers series* is presented each year. The performers are chosen by a faculty-student committee. The goal of the Artists and Lecturers program is to bring to the campus persons who are accomplished in a wide variety of professional areas of student interest.

CAMPUS PUBLICATIONS

Several student and University publications enhance and enrich life at Stetson. Among them are the following:

- *The Reporter*, published weekly by students, the oldest college newspaper in Florida
- *Connections: The Campus Life Handbook and Calendar* which presents information and regulations concerning Stetson life and student government, student groups, and administrative offices--information about which each student must be knowledgeable--published by the Vice President for Administration
- *Touchstone*, the campus literary magazine published by students and faculty
- *The University Calendar of Events*, an official listing of events on campus, published by the Office of Student Activities
- *Stetson University Bulletin*, the official University catalog

CROSS CULTURAL CENTER

The Cross Cultural Center (CCC) aims to encourage all members of the Stetson University community to explore their attitudes, beliefs, feelings and behavior towards individuals from different racial, ethnic and cultural backgrounds. It also serves to create safe environments for groups of ethnically and culturally diverse students to interact with one another. Housed at the CCC are nine multicultural student organizations that promote awareness of cultural differences by sponsoring highly visible and interactive programs.

SOCIAL LIFE

Most social events on Stetson's campus are open to all students, offering opportunities to share in and develop recreational and educational occasions. The Council of Student Activities is the student organization responsible for planning such events as films, coffee-house entertainment, popular concerts, and annual campus-wide celebrations. The Interfraternity Council coordinates fraternal affairs. The Panhellenic Council coordinates activities of the sororities.

ATHLETICS

Stetson University is a NCAA Division I member of the Atlantic Sun Conference. Hatter athletics features 15 intercollegiate sports programs, including baseball, men's and women's basketball, men's and women's crew, men's and women's cross country, men's and women's golf, men's and women's soccer, softball, men's and women's tennis and volleyball.

ACADEMICALLY RELATED ORGANIZATIONS

Many organizations at Stetson are related to classroom activities.

Liberal Arts

Phi Beta Kappa. In 1982 Stetson University was awarded a chapter of Phi Beta Kappa, the oldest honorary society and one of the most prestigious in the United States. Stetson is the first private university in the state of Florida and the third university in the state to be so honored. Membership in Phi Beta Kappa is based upon academic merit, and is open only to students in the College of Arts and Sciences.

Election to Phi Beta Kappa requires a high GPA, 10 hours of a foreign language or its equivalent, B.A. or B.S. candidacy, and 90 hours of work in the arts and sciences.

Humanities

- *Delta Phi Alpha*, a national German honor society
- *Lambda Pi Eta*, national communication honor society
- *Pi Delta Phi*, a national French honor society
- *Sigma Delta Pi*, a national Spanish honor society
- *Theta Alpha Phi*, a national honorary dramatic society

Sciences

- *Student Chapter of the A.C.M.*, the student chapter of the Academic Computing Society, for computer science majors
- *ACS Student Affiliate Chapter*, an organization for chemistry students sponsored by the American Chemical Society
- *AMSA (American Medical Student Association)*, for students interested in the medical field
- *Beta Beta Beta*, a national honorary biology organization
- *Gamma Sigma Epsilon*, a national honorary chemistry fraternity
- *Q.E.D.*, the Stetson University student chapter of the Mathematical Association of America for Mathematics Students
- *Sigma Pi Sigma*, the national honor society in physics
- *Society of Physics Students*, an organization for physics students

Social Sciences

- *Alpha Kappa Delta*, an international sociology honorary, Stetson Zeta chapter for students of sociology
- *Phi Alpha Theta*, an international honorary history society
- *Pi Sigma Alpha*, an honorary society for political science students
- *Psi Chi*, an national honorary society for students of psychology

Education

- *Florida Future Educators of America*, an organization designed to provide opportunities for education students to interact with professional educators and to learn more about educational issues
- *Kappa Delta Pi*, an international education honor society

Business

- *Alpha Kappa Psi*, a professional business fraternity
- *American Marketing Association*, an organization for marketing students
- *Beta Alpha Psi*. National Honorary Society for Accounting, Finance, and Electronic Business Technology majors
- *Beta Gamma Sigma*. Stetson University was awarded a chapter of Beta Gamma Sigma in 1996. Beta Gamma Sigma was founded in 1913 as the first national honor society in business. Election to Beta Gamma Sigma is the highest scholastic honor that can be awarded to a student in business administration. Of over 1,400 institutions offering business and management degrees, fewer than 400 are eligible to have Beta Gamma Sigma chapters. Only those students ranked at the Junior, Senior, or graduate level and who are in the top of their class are eligible for membership in Beta Gamma Sigma.
- *Graduate Business Society* (GBS), an academic and social organization for M.B.A. and M.Acc. students
- *Society for Human Resource Management* for students interested in a career in the human resource field
- *Stetson Accounting Association*, the Stetson chapter for first and second year Accounting Information Systems students

Music

- *Collegiate Music Educators National Conference*, a student chapter of the national organization
- *Phi Mu Alpha*, a professional music fraternity for men
- *Pi Kappa Lambda*, a national honorary music fraternity
- *Sigma Alpha Iota*, a professional music fraternity for women
- *Student American Choral Directors Association*, a student chapter of the national organization
- *Student Advisory Council of the School of Music*

University-Wide

Mortar Board. Mortar Board, Inc. is a national honor society recognizing college seniors for distinguished ability and achievement in scholarship, leadership, and service. Begun in 1918 as the first national organization honoring senior college women, Mortar Board opened its membership to men in 1975.

ACADEMIC POLICIES

THE ACADEMIC ADVISING PROGRAM

Faculty serve as academic advisers to Stetson students. The assignment of advisers to new students is based on the student's area of academic interest. The Discovery Program, described elsewhere in the *Bulletin*, provides support to students who have not declared a major. All faculty advisers help assess the student's interests and goals and provide counseling for course selection. Formal advising sessions are scheduled prior to registration for each new term, and advisers are also available for counseling throughout the academic year. Students may change advisers or declare majors or minors by filling out a request form in the Dean's Office of the appropriate College or School. While the faculty adviser assists each student in planning a course of study leading to graduation, the student himself or herself is responsible for meeting all stated degree requirements.

Additional assistance is available through the Advising Handbook posted online at www.stetson.edu/advising.

DEGREE REQUIREMENTS

It is the student's responsibility to insure that all requirements for graduation have been met.

Baccalaureate degrees in the College of Arts and Sciences, the School of Business Administration, and the School of Music are conferred upon completion of the academic programs prescribed and upon approval of candidates by the faculties. The University reserves the right to withhold a degree from any candidate if in the opinion of the appropriate faculty concrete evidence exists to indicate that the candidate's character or actions are incompatible with the purpose and ideals of the University. In addition to the General Education requirements that follow, students should note the particular requirements for each College or School listed elsewhere in this Bulletin.

1. For a degree, a minimum of 120 semester hours with a C (2.0) grade-point average for all work must be presented, of which at least 45 hours must be taken at Stetson University. At least 40 of the 120 hours must be of junior-senior rank (courses numbered 300 or 400), with at least 26 hours of the 40 being taken at Stetson. Some degrees in the School of Music require more than 120 hours.

2. The last year of academic work, usually 30 hours, must be completed at Stetson University.

3. Transfer students must complete those University requirements best suited to their classification and previous training and must earn at least one half of the hours required in their major and minor fields at Stetson. Degree programs in Business will accept only 6 transfer hours in the major.

4. Each degree candidate must offer a major and must have a C (2.0) average in that major.

5. A student who fails to complete the degree within six years of matriculation may be required to satisfy new requirements of the then current catalog.

6. No transfer credit shall be given for courses taken at another institution during a term in which a student is enrolled as a full-time student at Stetson. A student desiring to earn more than 9 hours of summer school credit toward a degree at Stetson University in any year must have advance permission from the appropriate academic dean.

7. First-year students must have permission from the Dean to enroll in upper-division courses (300-400 level).

8. Graduate courses are not open to undergraduates.

9. A maximum of twelve hours of correspondence/extension work may be earned toward a Bachelor's degree.

10. Degrees are conferred at the end of each term on the DeLand campus. A formal commencement ceremony is held at the end of the spring and fall terms. Graduates are required to be present for Baccalaureate and Commencement unless authorized to graduate "In Absentia" by the Vice President for Administration. Students must file graduation applications in the Office of the Registrar.

11. A student who wishes to receive an additional undergraduate degree should contact the University Registrar for the requirements.

APPLICATION FOR GRADUATION

Undergraduate degree candidates must file an application for graduation, with a \$75.00 fee, no later than the fourth week of the semester in which they expect to complete their degree requirements. Students failing to apply for graduation by this time are subject to a \$25.00 late fee. Students should file the form in the Office of the Registrar.

Information on the application for graduation process for graduate programs is listed under "Graduate and Professional Programs."

POLICIES ON PLACEMENT OR CREDIT FOR GENERAL EDUCATION COURSES (OF SPECIAL INTEREST TO NEW STUDENTS)

In addition to the general University policies on transfer credits and degree requirements, listed in the previous section, students should be aware of the following policies addressing placement and credit issues in general education courses:

• First-Year English

Students who expect to receive transfer, AP, or IB credit in First-Year English should consult with the Director of First-Year English at the time of registration to ensure proper placement or credit in their first semester(s) of enrollment. An English placement examination in two parts is offered during fall orientation.

• Mathematics

The required level of proficiency in mathematics can be demonstrated by earning credit for any mathematics course or by presenting acceptable scores on the CLEP general examination in mathematics or AP or IB exams. Placement is also determined by a departmental examination given during fall and spring orientation.

A course in pre-calculus (MS101) is appropriate for students who must take a calculus course for their degrees (for instance, in business, mathematics, and the sciences) or who wish to have strong preparation for graduate or professional school. Mathematics courses numbered from 150-159 are designed for students who need only one course in quantitative reasoning (for instance, Bachelor of Arts and Bachelor of Music degrees). Students seeking certification for teaching should consult with an adviser in Teacher Education to be certain of the latest State-mandated requirements in mathematics.

• Modern Languages

The Modern Language Department is prepared to evaluate proficiency through the 101 and 102 levels for French, German, Russian, and Spanish. For other languages, the means for demonstrating proficiency must be arranged by the student and approved by the Department.

A student who, upon first entering Stetson, receives eight or more semester hours of transfer credit in any one modern language other than English will be regarded as having demonstrated proficiency through the 102 level. One who receives four or more hours will be regarded as having demonstrated proficiency through the 101 level.

All students who have had two or more years of a modern language in high school and wish to study that language at Stetson must take a placement exam. If they have taken four years of that language in high school, they will be placed in a 102 level or above, depending on placement test results. Students with fewer than four years of high school modern language will be placed into an appropriate level of that language based on individual case evaluations of their placement scores and years of previous exposure.

For additional details on placement and credit, contact the chair of the Modern Languages and Literatures Department in Sampson Hall.

Retro-Credit. Any student who, on the basis of the department test or interview, is placed in a 200- or 300-level course and completes this course with a grade of C or better will receive five hours credit for the 102-level of the language in question. No credit will be given if this would mean duplication of credit which the student has already received, whatever the source.

• Natural Sciences

A student who, upon first entering the University, receives transfer credit for two or more non-laboratory natural science courses may use those courses in place of one of the required natural science laboratory courses.

Students should consult the on-line Advising Handbook (<http://www.stetson.edu/advising/>) and speak with their advisers if they have questions about any of these policies.

THE ACADEMIC CALENDAR

Stetson's year-round academic calendar includes 15-week fall and spring terms and a variety of summer term formats. See Academic Calendar at the end of this *Bulletin*.

CLASSIFICATION OF STUDENTS

Undergraduate students are those admitted to an undergraduate degree program. They are full-time students if they carry at least 12 semester hours of class work. Any student taking 9 hours or more is charged the full tuition fee.* Regular undergraduates remain first-year students until they complete 27 hours, are sophomores until they complete 60 hours, are juniors until they complete 90 hours, and are thereafter seniors. All work must produce a C average.

Graduate Students are those admitted to a graduate program and working toward a graduate degree.**

Post-Graduate Students are Post-Baccalaureate, Post-Master, or Post-Doctoral students who are taking courses but are not admitted to a graduate program and are not working toward a degree.**

Transient Students are those seeking a degree at another college but taking courses at Stetson for a limited time.

Auditors are students who enroll in a course but earn no academic credit. Participation in class work is at the option of the instructor. A course taken in audit status may not count for credit unless the course is repeated.

Unclassified Students are those who have no degree and are not seeking a degree but are taking courses for credit.

*During summer school, full-time is 6 semester hours or more (except for federal and state funded programs).

**Full-time students carry at least 9 semester hours. During summer school, full-time is 6 semester hours or more (except for federal funded programs).

ATTENDANCE

Independent study is encouraged at the University, but regular attendance is required in most classes. Stetson prescribes no general attendance rule; the individual colleges and schools may establish attendance regulations, but usually attendance requirements are established by individual professors for their own classes.

ACADEMIC RECORDS

Academic records, to include transcripts, are maintained in the Registrar's Office. Under the provisions of the Family Educational Rights and Privacy Act of 1974, as amended (often referred to as FERPA or the "Buckley Amendment"), students attending a post-secondary educational institution may examine their permanent record maintained by the institution to assure the accuracy of its content.

A more thorough explanation of a student's rights and privileges under this law is contained in *Connections: Campus Life Handbook*, a copy of which is made available upon matriculation. Further information may be obtained from the University Registrar or on the web at www.stetson.edu/registrar.

A charge is assessed for each transcript that is requested. Transcripts may be withheld if the student is not in good financial standing with the University or in default on any federal loan.

INTERPRETATION OF GRADES

Grades represent the instructor's final estimate of the student's performance in a course. The grade of A (+ or -) may be interpreted to mean that the instructor recognizes exceptional capacity and exceptional performance. The grade of B (+ or -) signifies that the student has gained a significantly more effective command of material than is generally expected in the course. The grade of C or C+ is the instructor's certification that the student has demonstrated the required mastery of the material. A student is graded C- or D (+ or -) when his/her grasp of the course essentials is minimal. The F grade indicates failure to master the essentials and the necessity for repeating the course before credit may be earned.

Students' cumulative grade-point averages are based on a four-point scale. Letter grades are assigned the numerical equivalents per semester hour listed below. Grades are carried to the third decimal and are not rounded.

A+ = 4.00	B- = 2.67	D = 1.00	WP = 0.00
A = 4.00	C+ = 2.33	D- = 0.67	
A- = 3.67	C = 2.00	F = 0.00	
B+ = 3.33	C- = 1.67	XF = 0.00	
B = 3.00	D+ = 1.33	WF = 0.00	

The grade-point average is determined by dividing the numerical equivalents of the grades earned by the total GPA hours, including all courses failed except for those forgiven under the F Forgiveness policy. *Recognize, however, that other universities, agencies, and employers may calculate GPA's using all grades that appear on the transcript, including the forgiven Fs.* Only courses taken at Stetson will be used by the University in computing the student's cumulative grade-point average. See "Academic Honors" for the method of determining graduation honors.

I = incomplete. This is the grade given when a student cannot complete the work of the course because of illness or other extenuating conditions, and the instructor's academic dean has approved an extension of time for the completion of a course. The work of the course must be completed two weeks prior to the last day of classes in the next academic

session of enrollment (excluding summer term); but in all cases, except graduate thesis courses, it must be removed within 24 months from the date issued regardless of enrollment status; otherwise the I becomes an F. An I grade cannot be removed by repeating the course.

P = course passed. Credit is given. Does not affect grade-point average.

W = an approved withdrawal from all courses at the University before mid-term. See the Academic Calendar for the actual date. No credit is earned and the grade-point average is not affected.

WP = an approved withdrawal from all courses at the University after mid-term. The grade is given according to the instructor's evaluation. No credit is earned and the grade-point average is not affected.

WF = an approved withdrawal from all courses at the University after mid-term. The grade is given according to the instructor's evaluation. No credit is earned, but the grade **WF** is treated as hours attempted and the grade-point average is affected.

X = the grade received for late drop of a course without academic penalty. No credit is earned and the grade-point average is not affected. The grade must be approved by the student's academic dean.

XF = the grade received for late drop of a course with academic penalty. No credit is earned, but the grade **XF** is treated as hours attempted and the grade-point average is affected. The grade must be approved by the student's academic dean.

NR= grade not reported.

HONOR SYSTEM

As an institution of higher learning, Stetson University depends upon its members—students, faculty, staff, and administration—to uphold the highest standards of academic integrity. Without a commitment to this ideal, the foundation of our educational mission is undermined, and truth—the ultimate goal of our pursuits at the university—loses its meaning and force. The Honor System seeks to nourish a vital campus culture, one where students, faculty, administration, and staff are mutually committed to pursuing truth in a spirit of cooperation and respect. Laws and rules exist to protect a society and its members, but truly to flourish, a community relies upon the individual to take responsibility for his or her actions and to uphold certain bedrock principles. The Honor System specifies actions that are harmful to the community and establishes ways of dealing with those who violate basic standards. But the primary justification for the Honor System is that it challenges individuals to reflect upon the ethical issues they face as members of a university and encourages them to take positive steps to maintain the integrity of themselves and their community. Moreover, by affirming student self-governance in the form of an Honor Council, this Honor System underscores the central roles that both students and faculty play in upholding academic integrity. More information regarding Stetson's Honor System may be found at www.stetson.edu/honorsystem.

GRADING GRIEVANCE PROCEDURES

The teacher of each course has authority over all academic matters, including (but not limited to) establishing requirements and assigning grades. Students are entitled to full and clear explanations of their grades. Students have the right to protection from capricious action. A student who desires to appeal a decision on a semester grade must follow the procedure listed below:

1. The student shall first request an explanation of the grade from the appropriate faculty member. The faculty member should be prepared to discuss and show records that correspond to the basis of grading in the class outlined in the course syllabus.
2. If the student thinks that a complete or satisfactory explanation has not been provided, the student may direct an appeal to the appropriate department chairperson (or in

the absence of such a chair, to the associate dean). This appeal must be made in writing and must state the student's version of the grievance, and must be initiated no later than the last day to drop courses without academic penalty in the spring or fall semester immediately following the term of the course in question. The student bears the burden of proof to demonstrate that prejudice, arbitrariness, or nonacademic factors have affected improperly the assigning of the grade. The chairperson shall investigate the matter by collecting a report from the faculty member as well as the student. The faculty report will provide appropriate documents and supporting evidence, but not necessarily written defense of the grade in question. The chairperson shall make a decision within ten working days. If the chairperson sustains the appeal, the faculty member shall be advised to assign a new grade. If the chairperson denies the appeal, the student shall be informed in writing immediately.

3. If any party to the dispute remains unsatisfied after the chairperson's decision, a further appeal in writing, stating the reasons for the appeal, may be made to the dean of the appropriate college or school. The dean shall refer the grievance to the school's annually-appointed Grade Grievance Officer. The Officer shall enlist two senior faculty members of the school of the faculty member concerned to constitute a three-person examining board. This board shall investigate the matter. A part of the investigation must include a conference with the student and faculty member present. (If circumstances prevent the faculty member's participation, the dean may appoint a representative or delay the proceedings until the faculty member can be present.) The board shall submit a report to the dean within ten working days. The board may recommend that the grade be upheld, that the faculty member assign a different grade, or that the record of the course be removed from the student's transcript. The dean shall review the report and all supporting data and make a written report to all parties within ten working days. The decision of the dean shall be the final one for the University.

PROCEDURES FOR GRIEVANCES CONCERNING OTHER ACADEMIC POLICIES

For all other grievances, students should talk with the instructor and/or department chair, and, in the spirit of collegial problem solving, attempt to resolve the concern. If the student thinks that a complete or satisfactory explanation has not been provided, the student may direct an appeal in writing to the Dean of the College or School. The Dean has the responsibility for maintaining the integrity of all academic policies and regulations of the University, and the decision of the Dean is considered to be final.

Stetson is committed to fairness, equity, and justice in all relationships. A student who feels that the decision by the Dean is either arbitrary or grossly unfair may appeal the Dean's decision to the President. This appeal must be in writing and must show why, in the view of the student, the decision of the Dean was unfair. The appeal should be delivered to the Office of the President and should provide the President with the following additional data:

Full name,	Student number,	Academic major,
Academic adviser,	Local address,	Local telephone number.

The President will communicate his/her response to the formal appeal in writing to the local address provided by the student after consultation with the parties involved.

FORGIVENESS OF F GRADE

Under certain stipulations stated below, an undergraduate student may repeat a failed course to receive credit and improve the cumulative grade-point average. If a higher grade is earned, the hours attempted and grade earned for the first failed attempt will not be used in computing the student's cumulative GPA.

Limitations

Students may apply for grade forgiveness only ONCE for any single course, and are allowed to apply for grade forgiveness a maximum of TWICE during their undergraduate years at Stetson.

Students applying for grade forgiveness are required to repeat the failed course within the next four semesters of enrollment; if the course is not offered within the next four enrolled semesters, the course must be retaken the next time it is offered at the DeLand campus.

The Pass/Fail grade option may not be used when repeating a failed course, unless it was the grade option selected for the initial attempt.

Forgiveness of an F grade may not be used when an F is received due to an infraction of the Honor System.

Eligibility

This policy pertains to undergraduate, degree-seeking students only and applies to F grades earned on the DeLand campus during the fall semester of 2003 and subsequent academic terms. Failed courses that are repeated must be taken at the DeLand campus.

Result of grade forgiveness

If grade forgiveness is awarded for a particular course, the first F that was received in that course will not be calculated into the student's GPA. Both the forgiven grade and the passing grade will, however, appear on the student's transcript.

CHANGE OF REGISTRATION (DROP/ADD)

During the first few days of each term, an opportunity is accorded students to make changes in their class schedules. The exact dates for this period are published in the Academic Calendar included in this *Bulletin*. During the first week of drop/add, changes can be made online. A registration number provided by the student's faculty adviser is required to do this. After the "add" period, changes can only be made in the Registrar's Office with change-of-registration forms available in the Registrar's Office. Within the drop/add period, a certain initial period of time is allowed for students to add as well as drop courses, followed by a period of time in which students may only drop courses without academic penalty. **It is imperative that students consult the Academic Calendar for the exact dates provided each term for adding or dropping courses.** A change of registration after the "add" period does not reduce charges. A course dropped after the drop period carries a grade of X or XF as determined by the student's academic dean. No course may be dropped during the last two weeks of classes in any given term.

CANCELLATION OF REGISTRATION

A student's registration for a given period of enrollment may be cancelled only if the student has not participated in any academically-related activity during the period of enrollment being considered and the date of cancellation is prior to the last day to drop a course without financial penalty. Academically-related activity includes, but is not limited to, attendance at a class, tutorial, lesson, exam, study group related to a course for which the student is registered, or computer assisted instruction. Registered students participating in any academically-related activity during a period of enrollment may withdraw from the University in accordance with the established withdrawal policy. The appropriate academic dean is the final authority on granting cancellation status.

CHANGE OF MAJOR OR MINOR

A student who wishes to declare or change a major or minor should first consult with his/her academic adviser. The change may then be made in the office of the appropriate academic dean. Students must meet the degree requirements in effect at the time the change is made.

PASS/FAIL OPTION

A student has the option of taking, on a pass/fail basis, a total of two courses not ordinarily pass/fail. To exercise this option, students must complete a pass/fail form in the Office of the Registrar prior to the end of the add period. Once initiated, the pass/fail option may not be changed.

For students majoring in the College of Arts & Sciences, the pass/fail option may be used only for courses which are not applied toward a major or minor and not applied toward Foundation Requirements (Part I) for the Arts and Sciences General Education program.

For students majoring in the School of Music, the pass/fail option may be used only for courses which are (1) not applied toward a major or minor and (2) not applied toward the English, mathematics, and communication requirement.

For students majoring in the School of Business Administration, the pass/fail option may be used only during the junior or senior year and may be used only for courses that are beyond all School of Business Administration requirements, not applied toward a minor, and offered outside the School of Business Administration.

EXAMINATIONS

Examinations are given in all courses at the end of each academic term. Students who miss an examination without prior permission from the dean of the applicable School or College will be graded F in that course. No examinations other than finals are given during the last week of classes and every class must include a final examination as scheduled by the Registrar's Office unless prior approval is granted by the dean.

UNDERGRADUATE ACADEMIC WITHDRAWALS

If an enrolled student wishes to withdraw from the University, dropping all courses and leaving campus, he or she must comply with the withdrawal process described below. The policy for dropping an individual course is described elsewhere in the *Bulletin*. (See Change of Registration--Drop/Add.)

Students who leave the University without proper permission automatically suspend themselves and can be re-admitted only by special approval of the dean of the appropriate College or School. A grade of F is recorded for all courses when a student leaves without prior approved withdrawal.

Official Withdrawal Procedures:

1. The withdrawal process must be completed by the student at least two (2) weeks prior to the last day of classes in a semester (excluding summer term). Students may not withdraw during the last two (2) weeks of a semester.
2. The withdrawal process is initiated in the Office of the Registrar and must be approved by the Dean of the College/School in which the student is enrolled.
3. Upon the Dean's approval to withdraw, the student must carry the Withdrawal Form to the Office of the Dean of Students (Carlton Union Building) and the Office of Financial Aid (Griffith Hall) for information and signatures.

4. The Withdrawal Form must be returned to the Office of the Registrar to complete the withdrawal process. Once initiated, the withdrawal process must be completed within seven calendar days from the Registrar's date stamp on the form. No Withdrawal Forms will be accepted after 4:30 p.m. on the last day to officially withdraw during that semester.
5. When a student completes the withdrawal process, withdrawal will be recorded on the permanent academic record as follows:
 - a. If completed before the mid-term withdrawal date (see the Academic Calendar for specific date), a grade of "W" will be assigned for each course. No credit is earned and the grade point average is not affected.
 - b. If completed after the mid-term withdrawal date, a grade of WP or WF will be assigned for each course according to the instructor's evaluation of the student's performance to that point. WF's are treated as hours attempted and the student's grade point average is affected.

UNDERGRADUATE AND GRADUATE MEDICAL WITHDRAWAL

Students seeking a medical withdrawal should contact the Dean of Students. Students who are granted medical withdrawal will receive a grade of "W" assigned for each course. No credit is earned and the grade point average is not affected. Medical withdrawals have no effect on the student account balance other than the normal withdrawal policies stated under Student Withdrawal and Dropped Courses.

ACADEMIC STANDING

Every undergraduate student enrolled at Stetson University is expected to earn and maintain a grade point average of at least 2.000 on all coursework attempted. A cumulative grade point average of 2.000 is required for graduation.

ACADEMIC WARNING

Any student whose cumulative average falls below a C (2.0 G.P.A.) at the end of a grading period will be placed on academic warning. This warning will be in effect until an overall C (2.0 G.P.A.) average is regained. If a student earns a C (2.0 GPA) or higher average for a single semester but the cumulative average remains below a C, the warning will be continued.

ACADEMIC SUSPENSION

A student already on academic warning will be automatically suspended from the University for a period of seven months if the cumulative grade point average at the end of any grading period falls below minimum acceptable levels.

Minimum Acceptable Grade Point Averages

Total Earned Hours	Stetson GPA
1-26	1.5
27-60	1.6
61-90	1.7
91+	1.8

Students failing all coursework during the first semester at the University will be automatically suspended. Academic work taken at another institution during the time a student is on academic suspension will not be accepted for credit toward the requirements for graduation at Stetson University.

Readmission After Suspension

A student who has been academically suspended is eligible to apply for readmission after the period of suspension has been completed. The student should apply to the dean of the college or school for readmission at least thirty days prior to the scheduled date of registration for the term for which the student seeks readmission. A student readmitted to the University following an academic suspension must enroll in the University's LEAP program (Academic Resource Center) and must maintain a grade point average of 2.0 for each grading period until the academic warning has been removed.

Academic Dismissal

Students readmitted to the University following an academic suspension who fail to maintain a grade point average of 2.0 for each grading period until academic warning has been removed will be automatically dismissed from the University. Under ordinary circumstances, a student will not be readmitted to the University following such a dismissal.

Administration and Appeals

Academic suspension and readmission are the administrative responsibilities of the deans of the College and Schools. Inquiries, appeals, and requests for readmission should be directed in writing to the appropriate dean.

REENTRY

Students in good standing who reenter the University after being absent for one semester or more (fall or spring) do so through the Office of the Registrar. Upon reentry, students must meet the degree requirements of the University *Bulletin* in effect at the time of their reentry.

ACADEMIC HONORS

Undergraduate students who have attended Stetson University only and whose cumulative grade point average (GPA) is between 3.50 and 3.699 are graduated Cum Laude; if it is between 3.70 and 3.899, they are graduated Magna Cum Laude; and if it is 3.90 or higher, they are graduated Summa Cum Laude. Undergraduates who have attended other academic institutions and have earned 60 or more credit hours at Stetson are also eligible for graduation academic honors. In such cases the academic requirements for honors must be met both on all graded work taken at Stetson, and on all the combined graded work taken at Stetson and at all previous institutions.

Students may receive recognition for academic achievement during a particular semester. The Honor Roll includes undergraduates with a 3.0 GPA based on at least twelve hours work attempted with no grade below a "C." The Dean's List includes undergraduates with a 3.5 GPA based on at least twelve hours of work attempted and no grade below a "B."

ACADEMIC AND RESEARCH SUPPORT

DUPONT-BALL LIBRARY

The mission of the duPont-Ball Library is to support the educational programs of the University and to collaborate with classroom faculty in the development and support of the curriculum through gathering and organizing information both physical and virtual, teaching library users how to access and evaluate information, and providing an environment conducive to research and study.

The Library holds more than 330,000 volumes, subscribes to almost 1,200 journals in paper format and an additional 11,000 full text journals electronically. The Library has more than thirty computer workstations to give students the resources and equipment necessary to do research, evaluate results, and write papers. Professional research assistance is available, as well as several group study rooms and many study areas. Visit the Library's homepage to view the many resources available: <http://www.stetson.edu/library>. The Jenkins Music Library in Presser Hall holds recordings and scores.

INFORMATION TECHNOLOGY

The mission of Information Technology (IT) is to support and enhance the academic and administrative goals and activities of the University. IT is comprised of three service units working together to provide access to technology resources on and off the campus:

- **Programming Services.** This group supports faculty, students, and staff with campus-wide and department-specific software applications (Banner, Banner Web, Blackboard, Recruitment Plus, etc.)
- **Networking/Telecommunication Services.** This unit supports the campus network, servers, and PC-based network applications. Networking/Communications is also responsible for all telephone, voicemail, and email systems and supports 16 computer labs.
- **Technology Services.** This group maintains more than 1,200 computers and 400 printers on campus and receives more than 20,000 technology-related trouble calls a year.
- **Media Services.** This group maintains the technology in more than 50 classrooms with permanent multimedia installations. Media Services also provides specific support for such activities as poster production, video editing, and production of CDs and DVDs.

The main administrative offices for Information Technology, as well as the offices of Programming Services and Technology/Client Services are located in the Wands Center for Information Technology. Media Services, including a Special Needs computer area, is located in the north basement of the Library.

UNIVERSITY PROGRAMS

FIRST-YEAR PROGRAM

Leonard Nance, Director

Discovery Program

Students who enter the University without a declared major are welcomed into the Discovery Program, which serves as their home for advising and other experiences until they select a major. The Discovery Program offers these students special opportunities in order to assist them in planning their entire undergraduate education:

Advising. Faculty who serve as advisers to Discovery students are well informed about degree programs throughout the University. They seek to understand their advisees' interests and talents so that they can help students to make informed choices about their education. They also assist students in making effective use of University services, such as the Academic Resource Center, Counseling Center, and Career Planning and Placement Office.

Information. Discovery students receive a regular newsletter several times each semester. **Eureka!** provides information about opportunities and resources at Stetson and broaches thought-provoking topics about how to maximize the value of a Stetson education. A series of informal faculty talks, the Discovery Talks and Discovering Ideas, offer students a chance to sample some of the disciplines at the University.

THE UNIVERSITY HONORS PROGRAM

Michael Denner, Director

The Stetson Honors Program graduated its first class in 1957, making it one of the oldest in the Southeast. It aims to serve highly accomplished students who have an unusual commitment to scholarship. Admission to the Program is by application. Interested students should contact the Director.

In fall 2003, Stetson implemented a new Honors curriculum. This new curriculum is a core of courses designed as an alternative to the general education requirements at Stetson. In designing the curriculum, faculty agreed on the following principles:

- The Honors curriculum calls on both students and faculty members to conceive of themselves as members of an interdisciplinary community committed to integrated ways of thinking and learning.
- The Honors curriculum emphasizes teaching and learning that draws upon the full richness of human knowledge in the humanities, the creative arts, and the natural and social sciences.
- The Honors curriculum is structured so that each course builds upon the experience students acquire in previous honors course work. These sequential courses focus on a series of questions that every well-educated person is obliged to consider: How have we come to understand who we are, as individuals and as a society? What are our moral responsibilities in our local communities and in the world? How might an understanding of human knowledge across the disciplines help us think more clearly and incisively about the most challenging and contested issues of our time?
- The Honors curriculum is structured so that each group of entering students in the program stays together throughout the sequence of courses. This fosters a continuous dialogue over the whole of the college experience.

The Curriculum

The following degrees can be earned through the Honors Program: Bachelor of Arts, Bachelor of Science, Bachelor of Business Administration, and Bachelor of Music

Hon 1 Foundations of Knowledge and Understanding (5 credit hours)

The first of a two-semester sequence designed to set the historical foundations of human knowledge and understanding. The seminar will undertake a critical comparative study of knowledge "now and then." Approaches to knowledge and understanding beginning with the ancients and continuing until the 17th Century will be contrasted, compared, and evaluated in the light of contemporary models of knowledge. Texts from across disciplines (the natural sciences, the humanities, the fine arts, and the social sciences) will be used to present ideas that have had significant impact on the development of knowledge. The course includes a laboratory component in which issues in earth, life and physical science, along with issues in psychology, sociology and commerce will be integrated into discussions of philosophy, religion, politics, literature and art. The course is team-taught by three professors, representing three different academic disciplines.

Hon 2 Foundations of Knowledge and Understanding (5 credit hours)

The second of a two-semester sequence designed to set the historical foundations of human knowledge and understanding. The course description is the same as Hon 1 except that this course begins with the 17th Century and the rise of modern science and continues to the present and beyond, taking into consideration future prospects for knowledge and understanding. The focus of the course is on the development of knowledge and understanding in science, technology, art, economics and politics. As in the first semester, this course features a natural and social science laboratory component and is team taught by three professors, representing three different academic disciplines. Pre-requisite: Hon 1.

Hon 3 Self and Society (5 credit hours)

A seminar examining dominant images of self and society. Students and faculty consider the impact of institutions, practices, and traditions on the formation of collective and individual identity and examine the impact of cultural heritage, ideology, and social categories on experience, perspective, and values. The course is team taught by either two or three professors, each from a different academic discipline. Pre-requisite: Hon 2.

Hon 4 Justice and Ethics in Global Perspective (5 credit hours)

A seminar considering cross-cultural perspectives on justice and ethics and focusing on how different historical, political, and cultural traditions give rise to divergent ideas about freedom, rights, responsibilities, individualism, and community. The course is team taught by either two or three professors, each from a different academic discipline. Pre-requisite: Hon 3.

Hon 5 Study Abroad (Certification of successful completion of approved program required)

Students may choose from a variety of short-term and long-term study abroad experiences to increase cross-cultural understanding, and when possible, enrich modern language proficiency. Stetson semester abroad programs are automatically accepted as meeting this requirement. Shorter term programs and non-Stetson sponsored programs must be approved on an individual basis by the Honors Program Executive Committee. In the semester following the successful completion of a study abroad program, students will present a public report on their experience at a campus Honors Program Forum.

Hon 6 Service Learning (2 credit hours and pass/fail grade)

With the support of the University's Community Service Office and in consultation with the instructor of this class, students will develop service projects that address local community needs. Prior to going into the field, students will spend a portion of the first part of the semester in classroom preparation for these experiences. At least ten weeks will be spent in the service project, during which the students will work in the project a minimum of 5 hours per week. Near the end of the semester, the students will return to the classroom for a discussion of their projects and will present a public report on their experience at a campus Honors Program Forum.

Hon 7, 8 Capstone Colloquium (2 credit hours each semester, pass/fail)

In the senior year, students will participate in a senior colloquium coordinated with the major lecture series on campus (e.g., Values Council Lecture Series, Howard Thurman Lecture Series, Lawson Lecture Series, Woodrow Wilson Fellows Lectures). In addition to attending these lectures, students will read pertinent texts, meet to discuss these texts before the public lecture, and gather after the lecture for further discussion and analysis. As often as possible, the lecturer will also attend the post-lecture colloquium to offer a "lecture on the lecture" and to entertain further questions. Students will attend six to eight lectures per semester and the concomitant pre- and post-lecture colloquia. Evaluation will be based on attendance, participation during class meetings, and journaling.

INTERNATIONAL PROGRAMS

Nancy Leonard, Director of International Education

Mariana Rodriguez, International Student Adviser and Recruiter

Stetson Abroad

The Center for International Education at Stetson University administers a program of foreign study providing opportunities for learning at eight centers abroad: the Universidad Complutense, Spain; the Paedagogische Hochschule, Germany; the University of Avignon, France; The Nottingham-Trent University, England; Oxford University, England; Moscow

State University, Russia; the University of Guanajuato, Mexico and the Hong Kong Baptist University, China. The program is designed to engender cross-cultural understanding through personal experience and first-hand exposure to a country's language, literature, history, social institutions, and artistic and scientific development.

Juniors, seniors, and *mature* sophomores are encouraged to take part in one or more study abroad programs. Through this program, students may earn either one semester or a full year of academic credit at approximately the same cost as study on the home campus. The foreign language study centers are supervised by a Resident Director who is a bilingual affiliate of the cooperating institution. The programs in England and Hong Kong are supervised by the international student office of the host university. The overall program is coordinated by the Director of International Education.

A study abroad experience is expected of modern language and international studies majors. It is *required* for majors in international business and the Honors Program Students. The program usually facilitates obtaining a double major or completion of a modern language minor.

Any Stetson student participating in a Stetson abroad may apply a maximum of 30 hours of credit toward graduation requirements. Any additional credits earned must be in excess of the 120 required for graduation and will be considered as elective credit only. Stetson also offers short courses abroad led by Stetson faculty, and summer programs in Mexico, Germany, and Austria.

Admission to the program involves a lengthy application, which may be obtained at the Center for International Education. A valid passport must be reviewed by the Center for International Education upon submission of the application. Standards for admission to the study abroad program will be established annually by the International Programs Council. Contact the Center for International Education for current requirements. The study abroad program is competitive; meeting the requirements does not guarantee admission to the program.

Students who wish to study abroad in a program other than a Stetson University program may be able to do so for transfer credit. Contact the Center for International Education for details.

International Student and Scholar Services

Stetson University welcomes international students on its campus. In recent years, students from as many as 65 countries have enrolled in Stetson programs. The Center for International Education assists these students and scholars with their unique needs and concerns. The International Student Adviser works closely with international students before and after their arrival, providing them with a comprehensive two-day orientation upon arrival and working with them throughout the year to facilitate their transition and adaptation to Stetson University and DeLand.

The Center for International Education serves as a liaison between international students and various governmental agencies, such as the US Citizenship and Immigration Service and the State Department, to help students navigate immigration rules and regulations.

The International Student Adviser also works closely with the International Student Organization in sponsoring cultural and social activities to help international students share their cultural traditions with the campus and integrate into the Stetson community.

ELS Language Centers

ELS Language Centers has a center on the Stetson University campus. A division of Berlitz International, Inc., ELS offers English language instruction to international students in preparation for their matriculation into colleges and universities. Completion of Level 112 in the program is considered sufficient evidence of English language proficiency

for admission to the University, provided that the applicant meets other admission criteria. For further information contact the director of the ELS Language Centers at (386) 736-6330.

EXPERIENTIAL LEARNING PROGRAMS

Hollis Leadership Development Program

As its statement of heritage and values makes clear, Stetson is committed to preparing its students to be effective, informed, and principled leaders. The Leadership Development Program furthers campus conversation about leadership in service to others. Working with the Values Council and other distinctive Stetson initiatives such as the Thurman Program, the Institute for Christian Ethics, the Institute for Philanthropy, the Model Senate, Campus Life, and University departments, the Leadership Program offers the campus community a rich schedule of lectures, workshops, symposia, service opportunities, and internships to cultivate the skills of principled leadership. The Program encourages young women and men to be passionate citizens and forceful leaders on campus, so that they can be leaders in democratic societies, their faith communities, and their professions. It supports curricular and co-curricular opportunities for students to clarify their fundamental principles and to practice expressing those principles through leadership in organizations committed to social justice and service to others. For further information, see any Dean, representative of the Values Council, or President Lee.

The Howard Thurman Program

Stetson's Howard Thurman Program, directed by the Rev. Dr. Jefferson P. Rogers, was established in April 1996, in partnership with New Birth Inc., a national board of African American leaders. Through the program, Stetson faculty and students and community leaders are working to extend the legacy of Dr. Howard Thurman, whose life and written works inspired Martin Luther King, Jr., and many leaders of the American Civil Rights Movement.

Thurman, a Daytona Beach native, was one of the greatest pastors of the twentieth century and the first African American to be dean of Marsh Chapel at Boston University. He co-founded The Fellowship Church for All Peoples in San Francisco, the first inter-racial and inter-denominational church in America.

The cornerstone of the Howard Thurman Program is the Thurman Lecture Series. Each semester, Stetson hosts internationally recognized scholars and social justice advocates, who challenge the campus and surrounding community to seek solutions to social, religious, and ethnic problems in America and around the world. In addition to public lectures, speakers visit classes, hold workshops with Stetson students and faculty, and develop dialogue with community and campus leaders, offering them new perspectives on social justice and encouraging them to go beyond the intellectual work of the classroom to increase justice in the world.

Thurman speakers have included such accomplished scholars and activists as Derrick Bell, Taylor Branch, Angela Davis, Kwame Ture (Stokely Carmichael), Cain Felder, John Lewis, Randall Robinson, Eric Foner, Calvin Butts, and Andrea Young.

Stetson Institute for Christian Ethics

The Institute for Christian Ethics is an extension of Stetson's Christian heritage, which historically focuses on faith extended to practice. To this end, the Institute seeks to stimulate awareness of and critical reasoning about important ethical concerns in an ever-changing world. Objectives feature three areas of concern: (1) promoting dialogue about ethical concerns with leading thinkers in areas of law, economics, medicine, business, religion, politics, education, and environment; (2) raising consciousness about values that

motivate decision-making and cultivate a sensitivity for valid principles of moral judgment; (3) encouraging integration of academic studies and community involvement as part of a holistic educational preparation. The Christian Ethics Institute sponsors the Stewart Lectures Series, in honor of James A. Stewart, who in 1955 became Stetson's first Dean of the Chapel. The Lecture Series has brought to campus such notable speakers as Archbishop Desmond Tutu, Elie Wiesel, former President Jimmy Carter, Bill Moyers, and Jane Goodall.

The Washington Semester

During the fall semester, selected juniors and seniors may study politics first-hand in the nation's capital. Students enroll in a unit which surveys broadly the major aspects of American government and politics, or they may choose one of the units of the Washington Semester program devoted to more specialized areas – American foreign policy; economic policy; international business and trade; international environment and development; peace and conflict resolution; politics and public law; the criminal justice system; urban policy and transforming communities; gender and politics; the mass media and journalism; information technology and telecommunications policy; and law enforcement: security and liberty. Study is done in a seminar, an individual research project, and an internship in a governmental agency, congressional office, or advocacy group. Full credit is given toward a student's degree at Stetson, and for administrative purposes participants in the program are regarded as being "in residence" at Stetson. Those who apply for the Washington Semester should have a minimum GPA of 2.5, and should have taken the introductory American national government course and other appropriate foundation courses if they select one of the specialized units. Scholarship assistance is available through a special fund endowed by United States Senator Max Cleland who attended the Washington Semester. The Washington Semester work is supervised by the American University and an inter-institutional committee representing sponsoring colleges. Further detailed information is available from Dr. T. Wayne Bailey, Department of Political Science.

UNIVERSITY COURSE SYMBOLS AND CLASSIFICATIONS

The following symbols designate subjects in the various Colleges, Schools, Divisions, and Departments:

Accounting.....	ATG	Education.....	EN
Africana Studies	AFS	Electronic Business Technology	EBT
American Studies	AS	English	EH
Anthropology.....	AY	English/Creative Writing	EHCW
Art History	AH	Environmental Science	ESS
Art	AT	Family Business.....	FE
Biology	BY	Finance	FIN
Business Administration	BN	Foreign Language	
Business Law.....	BL	(Literature in Translation)	FL
Chemistry	CY	French	FH
Communication Studies.....	CN	Geography	GY
Computer Information Systems	CIS	Geology	GLY
Computer Science	CS	German	GN
Counselor Education	CSL	Greek.....	GK
Decision Science	DS	Health Care Issues	HCI
Digital Arts	DA	History	HY
Economics.....	ES	Honors	HON

HumanitiesHUM
 Integrative Health ScienceIH
 Journalism.....JN
 Latin.....LN
 Latin American StudiesLAS
 Linguistics.....LS
 ManagementMGT
 Marketing.....MKT
 MathematicsMS
 Military ScienceMY
 MusicMC
 Music/Applied.....MCA
 Music/EnsembleMCE
 PhilosophyPY

PhysicsPS
 Political Science.....PE
 Production and Operations
 ManagementPOM
 PsychologyPSY
 Religious StudiesREL
 RussianRSN
 Russian StudiesRS
 SociologySY
 SpanishSH
 Sport ManagementSM
 Theatre.....TE
 Women and Gender Studies.....WGS

Course numbers indicate the level: lower division—100 and 200; upper-division—300 and 400; graduate division—500 and 600. The numbers in parenthesis following the title of a course state the amount of credit and sequence as follows:

- (3,3) First semester prerequisite to second, but credit given for first without second.
- (3) (3) Credit for either semester separately.
- (3) Single semester course.

Credit by examination may be earned for courses listed in this *Bulletin* by showing proficiency at an acceptable level—a level not higher than that expected of a student in a regular course. Such credit will be credit hours only and not grades. See the Dean of the College or School for more information.



Dean Grady Ballenger

COLLEGE OF ARTS AND SCIENCES

The College of Arts and Sciences is the original college of Stetson University, Florida's first private university. Today it is the University's largest division and the center of its mission of providing a broad and rigorous liberal education to every one of its students. All students at Stetson participate in the General Education courses offered by the College, and drawn by the excitement of study in one of fifty-two academic majors or forty minors, most students elect to complete their undergraduate education with advanced work in the College. As its first charter, from 1887, announces, the goal of all programs in the College of Arts and Sciences is "to develop in the student the habit of independent judgment—and of investigating statements and principles for oneself, and thus for oneself to discover their truth or falsity." Thus, in introductory courses, such as the required sequence of First-Year English courses, and in study in depth, especially the independent work on a Senior Project, the College seeks to develop habits of mind and habits of heart which distinguish educated persons prepared to live thoughtfully, compassionately, and courageously.

Programs of study leading to Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) degrees are described in the following pages. The College also offers graduate degrees: Master of Arts, Master of Science, Master of Education, Master of Arts in Teaching, and Specialist in Education. These courses of study are described in the Graduate Programs section of this *Bulletin*.

THE COLLEGE'S MISSION STATEMENT

The College of Arts and Science seeks to prepare students for informed, compassionate, and engaged lives. We pursue the University's goals by cultivating fundamental qualities of an educated person: open-minded inquiry, independent judgment, empathetic humanity, and creative imagination. Through liberal study in general education courses required of all undergraduate students, we aim to broaden understandings of the characteristic modes of inquiry and expression in the humanities, fine arts, social sciences, mathematics, and natural sciences. Our majors and minors provide advanced disciplinary understanding, opportunities for independent research, and practice in the use of technology to pursue knowledge. Building upon a tradition of preparing students for satisfying careers as well as post-baccalaureate study, we seek especially to hone those skills of analytical thinking, disciplined problem-solving, and eloquence in speech and writing that foster success in any field and responsible action in the world. To that end, we support the University's emphasis on values by offering curricular and co-curricular opportunities that cultivate the capacity for ethical reflection, an appreciation for cultural diversity, an awareness of global interdependence, a respect for the natural environment, a commitment to social justice, and an understanding of the role of language and religion in culture. Our selected graduate

programs, designed to meet the advanced educational needs in our region, similarly develop disciplinary knowledge and skills together with reflective understanding of professional practices and ethics.

REQUIREMENTS FOR THE BACHELOR'S DEGREE PROGRAMS

The Bachelor of Arts degree has traditionally signified a broad and well-balanced education. The Bachelor of Science degree has traditionally signified a broad education with special attention to establishing a foundation for the development of expertise in scientific inquiry. With respect for this tradition and in pursuit of the goals stated above, the Faculty of the College of Arts and Sciences has established General Education requirements for the two degrees.

GENERAL EDUCATION REQUIREMENTS FOR THE B.A. AND B.S. DEGREES

A candidate for either the Bachelor of Arts degree or the Bachelor of Science degree must complete 120 semester hours of academic work with a C (2.0) average overall. At least 40 hours of this work must be in upper-division courses. At Stetson, such courses are numbered 300 and above.

A single course may not be used to meet more than one of the general education requirements described below.

To insure a broad experience of liberal study on which to base advanced work, the candidate's program of study must include the following courses in General Education:

1. Foundations

- Two First-Year English courses

This requirement may be met by examination or by completing two of the courses in the First-Year English Sequence: EH 111-College Writing, EH 121- Research and Argumentation, EH 131-Analytical Reading and Writing. The English Department places entering students in the sequence on the basis of standardized tests, AP, or IB scores. The student must be enrolled in a first-year English course each semester until the requirement is completed.

- One oral communication course or certification in oral communication

This requirement may be met by having a Certification of Competency in Oral Communication issued by the department of the student's major or by taking one of the following courses: CN 201-Public Speaking, CN 205-Interpersonal Communication, CN 206-Performance Study of Literature, CN 208-Intercultural Communication.

- One mathematics course or satisfactory performance on an exemption test

- Modern language proficiency

For B.A. candidates, this requirement must be met by demonstrating proficiency through the 102 level in any modern language other than English. For B.S. candidates, it may be met by demonstrating proficiency through the 101 level.

- Undergraduate study in all disciplines of the arts and sciences requires the use of computers and other academic technologies. Students in the College develop technological skills both in general education and in advanced study of their selected majors. Each department in the College identifies computer proficiencies and technological skills relevant to its fields of study and certifies to the Registrar that candidates for degrees have achieved these skills through coursework and the Senior Project.

II. Breadth of Knowledge

- One civilization course

This requirement may be met by completion of one of the following: HY101-Western Civilization I, HY102-Western Civilization II, HY103-World Civilizations I, HY104-World Civilizations II. It may also be met by an appropriate standard examination in the history of civilization.

- Two natural science laboratory courses

This requirement may be met either (a) by completing laboratory courses from two of these programs: Biology, Chemistry, Environmental Science, Geology, Physics; or (b) by completing one of these sequences: Biology 101-102, Chemistry 101-102, Physics 101-102, Physics 201-202. For option (a) only, B.A. candidates may use 150-level courses designed for non-majors in two of the programs listed above.

- Two social science courses

These courses must be selected from approved courses in two disciplines offered by the following departments: American Studies, Economics, Geography and Environmental Science, Political Science, Psychology, Sociology, and Anthropology.

- One fine arts course

This course may be selected from any of the following programs: Art, Art History, Music, Theatre Arts. This requirement may also be met by AS259-American Artifacts, HUM 275-Approaches to Music and the Visual Arts, RS301-Survey of Russian Civilization, or a three-semester sequence of ensemble participation or applied music study.

- One religious heritage course

This course may be selected from any of the following: REL100-Introduction to Biblical Literature, REL106-Introduction to Religion, REL107-Introduction to Judaism, REL108-Introduction to Christianity, REL109-Introduction to World Religions. Each of these courses introduces the student to one or more major traditions in world religion and includes consideration of the relationship between those traditions and the cultures in which they emerged.

- One contemporary cultural diversity course

This course may be selected from any of the courses with a "C" following the course number in the schedule of courses published prior to each term. Each of these courses has as its primary purpose increasing students' understanding of contemporary cultural diversity. These courses seek to prepare students to enter the larger world as informed citizens with an appreciation for and knowledge of the complex diversity of cultures in the U. S. and around the globe. "C" courses focus on at least one culture or civilization outside the borders of the U. S. or on at least one non-dominant, minority subculture, considered as such in the post-WWII era within the U. S. (A term of study abroad will also satisfy this requirement.)

III. Bases of Ethical Decisionmaking

This requirement may be met by completing any course which has an "E" following the course number. Each of these courses deals extensively with the principles or practice of ethical decisionmaking, or is devoted to exploration of the broader frameworks of meaning and value within which ethical decisionmaking occurs. Approved ethical decisionmaking courses in the Applied Ethics Program or other departments of the College are listed in the course schedule for each term.

IV. Cultural Attendance

Students are required, for graduation, to attend three cultural events for each semester of enrollment. A list of approved events is provided each semester by the Dean's Office on its web page and on its bulletin board. A brochure available in that office, 106 Elizabeth Hall, further describes this requirement.

MAJORS, MINORS, AND COLLATERAL REQUIREMENTS

In addition to the General Education requirements, a candidate for either a B.A. or a B.S. degree must also complete a major recognized by the College of Arts and Sciences. Each major requires 30 or more hours of coursework and includes a Senior Project. A minor is not required, but many are available. Since some departments offer both degrees, students must select either the B.A. or the B.S. degree in their major. Details of the requirements for each major and minor are listed separately in this Bulletin.

The candidate must have at least a C (2.0) average in the major and in any minor. For many majors, certain courses outside the major field of study are required. Such courses are called "collateral requirements." Courses taken as part of a minor, a major, or the collateral requirements for a major may also be used to meet the General Education requirements listed above.

A candidate for the Bachelor of Arts degree may not count more than 42 semester hours of credit in the major field of study toward the 120 required to graduate; candidates for the Bachelor of Science may not count more than 50. Exceptions for overseas study, however, may be made in individual cases; and a student majoring in education may count among the 120 as many hours in the major field as are required for completion of an approved program for certification by the State of Florida.

Courses taken under the pass/fail option may be applied to Parts II and III of the General Education requirements listed above. A course taken under the pass/ fail option may not be applied to the major or a minor.

THE SENIOR PROJECT

Drawing on liberal study in the College's program of General Education and those understandings and skills learned through advanced disciplinary study, each senior undertakes a project appropriate to his or her field of study--a researched essay, statistical study, report on a laboratory experiment or field observation, gallery or stage presentation, computer program, or creative work. Some seniors elect to join their professors in research projects. Others design their own projects, and through independent study follow their own intellectual passions. Those who select two majors for advanced study may work with advisers in both areas to design an appropriate project: a student majoring in French and mathematics, for instance, might study Pascal's contributions to the Calculus. Through the Honors Program, students may elect to design their own course of study and senior project. All seniors find their study energetically supported by the University's resources, especially a teaching faculty dedicated to fostering independent study by undergraduates and a library faculty expert in supporting their research. All of the University's advanced instrumentation and research facilities are readily available to seniors for their research.

While disciplines in the College approach the senior project in different ways, the goal is the same: to hone skills of close reading, careful observation, quantitative analysis, forceful speaking, and persuasive writing through a project of the student's own choosing. Every project requires imaginative design at the outset and demands the persistence--the discipline--to see an extended task to completion. Exemplary Senior Projects are presented to the University community on Undergraduate Scholarship and Performance Day each spring. Seniors also regularly present their work at conferences or publish with their

advisers in professional journals. Successfully completing a senior project is, thus, a capstone experience for all students in the College. Presenting their work orally and in writing, seniors show their growing mastery of a field of study and prepare themselves to bring knowledge and discipline to further endeavors in advanced study, the professions, citizenship, and service.

PROGRAMS AVAILABLE IN THE COLLEGE OF ARTS AND SCIENCES

The College of Arts and Sciences offers Bachelor of Arts degrees in the following areas:

- American Studies
- Art
- Biology
- Communication Studies
- Digital Arts
- Economics
- Elementary Education
- English
- Environmental Science
- French
- Geography
- German
- History
- Humanities
- International Studies
- Latin American Studies
- Mathematics
- Music
- Philosophy
- Political Science
- Psychology
- Religious Studies
- Russian Studies
- Secondary Education
- Social Science
- Social Science-Education
- Sociology
- Spanish
- Sport Management
- Theater Arts

The College offers Bachelor of Science degrees in the following:

- Aquatic and Marine Biology
- Biochemistry
- Biology
- Chemistry
- Computer Science
- Economics
- Elementary Education
- Environmental Science
- Geography
- Health Science
- Mathematics
- Medical Technology
- Molecular Biology
- Physics
- Political Science
- Psychology
- Rehabilitative Studies
- Secondary Education
- Sociology

The B.S. degree in engineering may be earned through cooperative programs with other universities.

Special programs are maintained to advise and support students from various majors who are preparing themselves for law school, medical school, health-related fields, or engineering.

The minors available to students pursuing either B.A. or B.S. degrees include the following:

- Accounting
- Africana Studies
- American Studies
- Anthropology
- Applied Ethics
- Applied Statistics
- Art History
- Biology
- Business Administration
- Business Law
- Chemistry
- Communication Studies
- Computer Science
- Digital Arts

- Economics
- Electronic Business Technology
- English
- Environmental Science
- Family Business
- Finance
- French
- Geography
- German
- Health Care Issues
- Health Science
- History
- Humanities
- International Studies
- Journalism
- Latin American Studies
- Management
- Mathematics
- Music
- Philosophy
- Physics
- Political Science
- Psychology
- Religious Studies
- Russian
- Russian Studies
- Sociology
- Spanish
- Sport Management
- Studio Art
- Theatre Arts
- Women and Gender Studies

In the following section are descriptions of the undergraduate courses offered within the College as well as the requirements for the various majors, minors, and special certifications available.

DEGREES AND CURRICULA

AMERICAN STUDIES

P. Jerome Croce (Chair); E. Mieras

Using the insights of many academic fields, students in American Studies investigate the diverse experiences, values, and cultural traditions that have made the United States what it is today. Courses explore questions that have intrigued visitors from abroad as well as Americans, past and present: What are the origins of American politics, morals, business systems, and perceptions of themselves and each other? What goals and beliefs unify the different peoples who call themselves "American"? How are individual American lives shaped by race, ethnicity, class, and gender? Taking courses both in and out of the American Studies department, students use insights from history and literature, as well as sociology, psychology, politics, business, education, religion, art, music, and the natural sciences to gain a comprehensive understanding of the many brands of American experience and their relation to our increasingly complex world.

Department faculty participate in cross-disciplinary work on campus, including the Africana Studies Program, the Environmental Studies Program, the Honors Program, the Journalism Minor, the Urban Studies Program, and the Women and Gender Studies Program, providing students with a multitude of resources for integrating their learning. Students who study abroad or in other programs, such as the Washington Semester, may use those credits toward the major or minor. The department also actively encourages students to link their academic work with practical experience in internships, on and off campus (for example, the department offers a grant for student research in science and religion and a series of internships in businesses and community organizations). The department also sponsors Stetson American Studies International, an exchange program for international students of American studies. The major and minor in American Studies provide the foundations for careers in law, education, government service, the non-profit sector, the ministry, communications media, and business, and work in this department has prepared students for professional school and graduate training in many disciplines.

The Charles E. Merrill Department of American Studies, founded in 1955, was one of the first American Studies departments in the country. Under the leadership of Gerald Critoph and John Hague for three decades, the department gained national recognition for excellence. The Southern American Studies Association established the Jerry Critoph Prize for the best student papers at the Association's conferences, and John Hague earned the Bode-Pearson Prize of the American Studies Association for lifetime contributions to the field. In its undergraduate teaching and faculty scholarship, the department today continues this tradition of passionate commitment to learning about American culture.

Bachelor of Arts

- I. GENERAL EDUCATION REQUIREMENTS
The student must complete the General Education requirements for the College of Arts and Sciences for the Bachelor of Arts degree.
- II. LOWER-DIVISION MAJOR REQUIREMENTS
Credit Hours
One American studies course
at the 150 level.....3
*History 151.....3
*History 152.....3
One 200-level American studies
course or AS 310.....3
Total lower-division hours12
*Students may take EH 363:Survey of American Literature in place of HY151 or HY152, for a Total of two of these three courses (EH363, HY151, and HY152). Students may consult with the department about receiving credit for and/or waiving the history requirements based on AP or CLEP tests or equivalents.
- III. UPPER-DIVISION MAJOR REQUIREMENTS

- American Studies 3623
American Studies 4972
American Studies 4983
Two American studies courses
at the 300 or 400 level.....6
Total upper-division hours14
- IV. OTHER: FOCUS AREA
According to their own particular interests, students will create a focus area of four courses (12 hours) related to a common theme. These courses must be taken from at least two departments other than American Studies; one or two American studies courses may be applied to the focus area. Themes might include Literature and the Arts in American Culture; Contemporary Problems and their Historical Roots; Cultures in Comparison; Politics and the Law. A student's choice of courses to fulfill this requirement must be approved by the Department.
Total hours required for the major: 38
- V. ELECTIVES: Hours to total a minimum of 120.

Minor in American Studies

- I. One 100-level course in American Studies (3 credits)
- II. AS 362 (3 credits)
- III. Two courses (6 credits) of other American Studies courses (at least one of these classes should be upper-division)
- IV. Mini-Focus Area: Two courses (6 credits) of other courses, in AS or other departments, that constitute a mini-focus area centered on a set of general themes chosen by the student. If these courses are outside the AS department, the department must approve them for this requirement.
Total: 18 hours

Course Offerings

- AS151 Popular Culture (3). An introduction to the critical analysis of popular Culture. Topics may include television, film, advertising, and cultural rituals. Provides an introduction to interdisciplinary methods.
- AS152 The 1950s and 1960s (3). A detailed study of American culture during this period, including political and social movements, representative leaders, and everyday life. Provides an introduction to interdisciplinary methods.
- AS153 Gender in American Culture (3). An examination of American attitudes about masculinity and femininity from the nineteenth century to the present. Provides an introduction to interdisciplinary methods.
- AS154 American Environmental Issues (3). This course will introduce students to environmental issues by exploring both their historical roots and their contemporary tensions. The class places special emphasis on the rise of ecological thinking, the relations of environmental issues to the marketplace, and the challenges of implementing environmental goals. Provides an introduction to interdisciplinary methods.

- AS155 Multicultural United States** This class examines the experiences of people of diverse ethnic, racial, and sexual identities in American culture, past and present. Provides a standpoint for critical analysis of American ideals like the "melting pot" and the "American dream." Provides an introduction to interdisciplinary methods.
- AS159 Introduction to American Studies: Topics (3).** This introductory Course will center on a topic that will change from year to year. Recent examples include Journalism and American Culture and Campaign Watching.
- AS210 (AH210) American Art (3).** A survey of art in America from colonial times to the present. Emphasis is on the history of painting, with reference to its place in historical and cultural contexts.
- AS259 American Artifacts (3).** An examination of American culture through an emphasis on non-written artifacts. In different semesters, the course will focus on material culture, film, museum and preservation studies, or consumer culture.
- AS310 (AH310) Topics in American Art (3).** A specialized study of selected topics in the history of American art.
- AS320 Women in the United States (3).** This course investigates the history of American women from the mid-nineteenth century to the present. Using diverse sources, this course examines the variety of women's experiences, with attention to race, ethnicity, class, and sexuality as key topics for analysis. Other topics include home and work, the female body, and women's activism.
- AS330 The Multicultural United States (3).** This course takes a more in-depth approach to the topics introduced in AS 155. In order to illuminate American efforts to wrestle with cultural diversity over time, students will study theories of racial and ethnic difference, sexual identity and gender since the colonial period. They will apply these critical concepts to case studies of American diversity, which may include African American, Asian American, European American, Hispanic or Latino/a American, Native American, and gay and lesbian experiences. The course also examines the debates over academic theories of multiculturalism itself. Prerequisite: sophomore standing or above.
- AS340 Lives in Context (3).** This course uses the life of one person who has played a significant role in American culture, past or present, as a lens for examining the cultural trends, conflicts, and changes of that person's times. Topics will change from year to year but may include: Tecumseh, William James, Jane Addams, Mark Twain, Booker T. Washington, Cesar Chavez, Betty Friedan, or Madonna.
- AS350 Darwinism and the Divine (3).** Charles Darwin's theory of species development has been a flashpoint for controversy between religious and scientific outlooks on the world. Using Darwinism as the most significant aspect of science to appear regularly in social thought and political debate, this course will examine the religious beliefs, scientific theories, and cultural values that have emerged in the wide range of interactions between science and religion from the nineteenth century to the present. Science and religion will be our window into modern American culture as a whole.
- AS359 Special Topics in American Studies (3).** This upper-division course will center on a topic that will change from year to year, such as, African American Religious Experiences; Beauty, Fitness, and Body Image in the United States; Communicating African-American Popular Culture; War and Peace; Definitions of Community in the United States; Immigration and Ethnicity in the United States; and Natives and Newcomers in the American West.

- AS360 Southern Culture(s). (3)** This course examines Southern culture and Southern identity using interdisciplinary texts including literature, history, memoir, music, and film. Key features of the course include conceptions of historical memory and place, as well as the uses of culture in sustaining a collective identity. The course investigates the South from multiple perspectives, looking at different experiences in the region and using gender and race as key categories for analysis.
- AS362 American Cultural Traditions. (3)** An examination of contemporary American culture by evaluating the roots of today's issues as they have emerged in the nation's heritage. The course will use representative themes and stories, from colonial contact to the present, on topics to include politics, religion, intellectual ideas, popular culture, the arts, and gender and race relations, giving students an understanding of how the US has arrived at present circumstances and where this culture may be going.
- AS370 War and Peace in American Culture. (3)** This course examines American culture through attention to the practices and policies of American military ventures and bids for peace from Native American warfare through the Civil War, American imperial outreach, the hot and cold wars of the twentieth century, and the contemporary War on Terror. There will be a special emphasis on the emergence of America's global reach and on ways in which the past informs the present.
- AS395 Internship (3).** Practical experiences linked to academic work giving students opportunities to apply their learning and explore career possibilities.
- AS451 Darwinism and the Divine in American Culture (3).** Charles Darwin's theory of species development has been a flashpoint for controversy between religious and scientific outlooks on the world. This course will examine the religious beliefs, scientific theories, and cultural values that have emerged in debates from the nineteenth century to the present.
- AS452 Environmental History and Culture: Nature and the American Marketplace (3).** This course is an examination of how Americans have created wealth from nature, generated environmental problems, and worked to solve them. A major theme of the class is the relationship between ideas of nature and the emergence of a market economy.
- AS454 Modern America, 1900-1940 (3).** This upper-division seminar takes a close look at the ways modernity affected Americans in the early twentieth-century. How did individuals adapt to a rapidly changing world of mass culture, consumption, increasingly diverse racial and ethnic populations, and intensifying movements for social change? Topics include consumerism, realist fiction, the Ku Klux Klan, and Depression-era Art and film.
- AS459 Advanced Special Topics in American Studies (3).** This advanced course will center on a topic that will change from year to year, for example, Reading and Writing Media Culture, and Student Activism.
- AS485 Independent Study (3).**
- AS486 Independent Study (3).**
- AS495 Teaching Apprenticeship (3).** American studies majors who qualify with outstanding scholarship may be invited to assist the faculty in teaching an introductory course. Apprentices' responsibilities include assisting in class discussions and consulting with students outside of class. Readings in pedagogy are also required. Prerequisite: American studies major and instructor's permission.
- AS496 Research Collaboration (3).** This course allows students to observe and participate in the research process at the professional level. Building from ongoing faculty projects, the course demonstrates research methods and paths to publication and allows students to work closely with faculty on new research ventures. Prerequisite: American studies major or instructor's permission.
- AS497 Preparation for Senior Project (2).**

ANTHROPOLOGY

For the minor in anthropology, see the listing in the Department of Sociology and Anthropology.

ART

G. Bolding; R. Favis (Chair); D. Gunderson; C. Lopes-Pereira; M. Roberts

The art major at Stetson is designed to allow students to develop their personal styles and directions on the base of a strong foundation in technique, design principles, historical tradition, and contemporary artistic theories. That this process takes place in the context of a liberal arts college allows for a breadth of experience that results in stronger, more versatile graduates. While becoming technically adept, our students also develop the ability to think critically, analytically, and creatively. Small classes assure individual attention; round-the-clock access to studios allows ample opportunity to work outside of class.

The studio art program at Stetson has particular strengths in painting, drawing, and ceramics. Secondary areas of concentration include photography, sculpture, and mixed media. The Department of Art is actively involved in the Digital Arts major, a partnership among the Art and Computer Science Departments and the School of Music. Many students opt for a second major in Digital Arts, or a minor in Digital Arts or Art History.

A rich and varied program of visiting artists, lecturers, and exhibitions widens student exposure to contemporary art and artists. Lecturers, critics, and visiting artists have included Fiona Rae, Judy Pfaff, Vik Muniz, Dave Hickey, Zoe Leonard, Michael Rush, Alison Saar, Martha Rosler, William Wiley, Patti Warashina, Michael Lucero, Samella Lewis, John Torreano, Carter Ratcliff, Tania Bruguera, Louisa Chase, Don Reitz, Jack Earl, and the Guerilla Girls.

The Duncan Gallery of Art, located across from the main studio in Sampson Hall, provides first-hand access to important new artwork. The annual juried student art competition and the Senior Thesis Exhibitions, with which students cap their art study at Stetson, are held in the professional setting of the Duncan Gallery.

Area museums and galleries further expand student options for a variety of art experiences. Institutional relationships with arts organizations including the Southeast Museum of Photography, the Atlantic Center for the Arts, and The DeLand Museum of Art provide internship opportunities for Stetson's art students. There are programs for studying abroad in England, France, Germany, Spain, and Mexico. Minors are offered in both studio and art history. Eighteen hours are required in each of these minors.

Bachelor of Arts

The major in art at Stetson requires a minimum of 31 hours of studio art and art history courses and includes a senior thesis exhibition, in addition to the general education requirements of the College of Arts and Sciences for the Bachelor of Arts degree. Studio art courses involve drawing, painting, ceramics, sculpture, and printmaking.

I. GENERAL EDUCATION REQUIREMENTS	AH497 Senior Project Proposal1
The student must complete the General Education requirements for the College of Arts and Sciences for the Bachelor of Arts degree.	AT498 Senior Project and Exhibition3
II. LOWER-DIVISION MAJOR REQUIREMENTS	Twelve additional hours selected from studio courses offered by the Art Department. Three hours must be in a three-dimensional studio area (AT216 or AT301).
Credit Hours	Three additional hours selected from department offerings in art history.
AT102 Design3	Minimum required upper-division hours: 22
AT105 Drawing3	Junior portfolio review and senior portfolio review: N/C
AH200 Introductory Survey of Art History3	Minimum total hours required for the major: 31.
Total lower-division hours9	IV ELECTIVES: Hours to total a minimum of 120.
III. UPPER-DIVISION MAJOR REQUIREMENTS	
AH314, AH 316 or other approved course 3	

Minor in Studio Art

- | | |
|--------------------------------|--------------|
| I. Lower-division Requirements | Credit Hours |
| AT102 | 3 |
| AT105 | 3 |
| | <hr/> |
| | 6 |
- II. Nine hours selected from studio courses offered by the Art Department.
- Three hours selected from art history courses offered by the department.
- III. Total hours required for the minor: 18

Minor in Art History

A total of eighteen hours of art history courses selected from department offerings are required for a minor. In special cases students may be allowed to substitute three hours of studio art for one course in art history (with permission of Art History supervisor).

Course Offerings

Art Studio

- AT102 Design (3).** An introduction to the elements and principles of design essential to the visual arts. These will include value, line, shape, form, balance, rhythm, texture, perspective, and color. A variety of media will be explored.
- AT105 Drawing (3).** This course is designed to introduce the student to drawing and to provide a solid foundation through the exploration of different media and techniques.
- AT202 Photography (3).** An introduction to photography as a means of creative expression. In addition to basic photographic technique, students will learn to develop film and make prints. The class will also include an introduction to computer manipulation of photographs using Photoshop software. No prerequisites.
- AT216 Ceramics: Hand Building (3).** This technique of working with clay is a more sculptural approach using hand-building techniques such as coil, slab, and pinch methods. No prerequisites.
- AT218 Ceramics: Wheel Throwing (3).** Students will learn to use the potter's wheel to make both functional and non-functional pieces. Frequent demonstrations by the instructor. No prerequisites.
- AT301 Sculpture (3).** This course will introduce the student to ideas and materials that will facilitate his or her response to three-dimensional forms. The stress will be on the concepts of modeling, carving, and constructing as well as the possibilities of more contemporary modes of expression.
- AT302 Special Studio (3).** This course, offered only on an occasional basis, will emphasize some special medium, technique, or approach which is not part of the regular departmental offerings. Examples would be mixed media, airbrush painting, etc. The course may be repeated with different content.
- AT306 Painting (3).** A basic course that acquaints the student with various approaches to painting through a study of its formal, technical, historical, and conceptual aspects.
Prerequisite: AT105 or permission of instructor.
- AT307 Advanced Drawing (3).** This course will concentrate heavily on figure drawing. It will also include creative projects selected and undertaken by each student using a wide variety of media and approaches. Prerequisite: AT105.
- AT316 Advanced Ceramics (3).** A continuation of work involving handbuilding and wheel techniques to explore both functional forms and forms which are sculptural. The students will be introduced to various methods of kiln firing: gas and electric, oxidation and reduction. Prerequisite: AT216.

- AT321 Printmaking (3).** This is an introductory course that acquaints the student with the basic types, techniques, and history of printmaking. Prerequisite: AT105 or permission of instructor.
- AT335 Art in the Elementary School (2).** An elementary art methods course, geared to the classroom teacher and special art teacher. It should provide the student with imaginative art teaching strategies, in-depth art making, and art appreciation. This course is offered only on an occasional basis, or as an independent study as a service to students completing requirements for certification.
- AT345 Art in the Secondary School (2).** This course prepares a teacher for artistic and perceptual awareness, art history analysis, with an operational degree of art skills in selective art media. This course is offered only on an occasional basis, or as an independent study as a service to students completing requirements for certification.
- AT385, 386 Independent Study (variable hours with permission of faculty member).** Study on a specialized project under the guidance of a professor.
- AT390, 391 Open Studio (3), (3).** An advanced course for students who have completed all offered courses in painting, drawing, or printmaking. In addition to continued practice in one or more of the above disciplines, attention will be paid to contemporary art issues and to questions of professional activity. This course may be repeated 3 times. Prerequisite: permission of instructor.
- AT400 Internship in Art (1-3).** (Pass/Fail only). Internship programs may be arranged in various aspects of art, including commercial art and art education. The student will work with a faculty supervisor and an outside supervisor at a museum, newspaper, or other agency. Guidelines for internships are available from the internship supervisor. Prerequisites: junior or senior standing, 9 hours of art courses, and permission of the internship supervisor.
- AT402 Advanced Special Studio (3).** This course, taught only on an irregular basis, will pursue some special technique at an advanced level.
- AT406 Advanced Painting (3).** A continuation of Painting I (AT306), in which the student will be expected to take on work at a more challenging level.
- AT485, 486 Independent Study (variable hours with permission of faculty member).** Study on a specialized project under the guidance of a professor.
- AT490, 491 Open Studio (3), (3).** Continuation of AT390, 391. An advanced course for students who have completed all offered courses in painting, drawing, or printmaking. In addition to continued practice in one or more of the above disciplines, attention will be paid to contemporary art issues and to questions of professional activity. This course may be repeated 3 times. Prerequisite: permission of instructor.
- AT 497 Senior Project Proposal (1).** Preparation and planning for the Senior Project. The student produces a proposal for the Senior Project. Prerequisite: junior portfolio review.
- AT498 Senior Project and Exhibition (3).** This course is required of all senior art majors. In preparation for their Senior Project Exhibition, the students pursue intense studies of their areas of specialization. Development of a personal vision is encouraged in a tutorial format with regular group critiques. Planning and installation of the Senior Project Exhibition is part of the class. Prerequisites: AT 497, junior and senior portfolio reviews, and advanced work in area of specialization.

Art History

Students receiving credit for any of the following art history courses under the AS or AY prefix may not repeat the same course for credit under the AH prefix.

- AH200 Introductory Survey of Art History (3).** This course introduces the student to the history of art in the Western world from prehistoric to modern times.
- AH201 (AY201) Introduction to Classical Art and Archaeology (3).** Apart from historical records, how do we learn about ancient civilizations? Archeology, the study of the material remains of cultures, represents one such method. Classical archaeologists, i.e., archaeologists who study Greek and Roman civilizations, have at their disposal a vast amount of material, including the physical remains of cities, their art, and even food. In this course, we will study the art and archaeology of the Classical world, beginning with the Neolithic and continuing through the early imperial period. Highlighted in the course will be sanctuary architecture, pottery, sculpture, wall painting, and the remains of Pompeii.
- AH210 (AS210) American Art (3).** A survey of art in America from colonial times to the present with reference to its place in historical and cultural context.
- AH310 (AS310) Topics in American Art (3).** A specialized study of selected areas in the history of American art. The course may be repeated with different content (e.g., 19th Century American Landscape, Modernism in American Art).
- AH314 The Art and Theory of Modernism (3).** A study of major artistic movements of the first half of the twentieth century and of the relationship between works of art and contemporary art theory and criticism.
- AH315 Period Study in Art History (3).** This course will concentrate on the art of a particular period. The course may be repeated with different content (e.g., Italian Renaissance Art, Impressionism and Post-Impressionism, Medieval Art).
- AH316 Issues in Contemporary Art (3).** This course will explore some of the chief issues and ideas which have engaged the art world in the last half of the twentieth century and the beginning of the twenty-first.
- AH385,386 Independent Study (variable hours with permission of faculty member).** Study on a specialized project under the guidance of a professor.
- AH400 Museum Internship (1-3) (Pass/Fail only).** Internship programs may be arranged in local museums and galleries. Students will get hands-on experience in various aspects of museum work ranging from selection and installation of exhibits and research of collections to public relations and grant-writing. Guidelines for internships are available from the internship supervisor. Prerequisites: junior or senior standing, 6 hours of art history, and permission of the internship supervisor.
- AH415 Seminar in Art History (3).** This course will concentrate on a special problem in art history and is designed to help students develop research skills and explore different methodologies in art history. The course may be repeated with different content (e.g., Women and Art, Approaches to French Impressionism).

BIOLOGY

D. Barkalow; C. Bennington; C. Biernacki; T. Farrell; M. Gibbs; M. King (Chair); P. May; A. Schultheis; D. Stock; K. Work.

Students interested in biological research, the environmental sciences and the health professions (medicine, dentistry, veterinary medicine, etc.) as well as a host of other fields in the life sciences often major in biology. Recent Senior Projects completed by biology students cover a diverse range of topics including investigations of neural pathways in

mammals, turtle nesting ecology, fish distribution in Florida springs, the effects of chemicals on amphibian development, pollination of an endangered species, the impact of UV light on DNA, and the molecular ecology of freshwater invertebrates.

The Biology Department offers several majors (Biology, Aquatic and Marine Biology, Molecular Biology and Medical Technology). To obtain multiple majors within the Department, students must complete a separate senior research project for each major.

Bachelor of Science and Bachelor of Arts

I. GENERAL EDUCATION REQUIREMENTS		Biology 498.....	4
The student must complete the General Education requirements for the College of Arts and Sciences for the Bachelor of Arts or Science degrees.		Total upper-division hours	7
II. LOWER-DIVISION MAJOR REQUIREMENTS		IV. OTHER	
Credit Hours		16 hours of upper-division biology courses in addition to those listed above. Independent study credits will not count towards this requirement.	
Biology 101 and 102.....		V. RECOMMENDED COURSES	
*Biology 203 and 204.....		Modern biology is based on foundations of models and laws of the physical sciences. Biology majors contemplating graduate study are strongly encouraged to take Physics 101 and 102 and Chemistry 303 and 304 as part of their undergraduate program.	
Chemistry 101 and 102			
Any math course except 150 series			
Total lower-division hours		Total hours required for the major: 49	
*Biology 203 and 204 can be taken concurrently with many upper-division biology courses.		VI. ELECTIVES: Hours to total a minimum of 120.	
III. UPPER-DIVISION MAJOR REQUIREMENTS			
Biology 396.....			
Biology 496.....			

Minor in Biology

Requirements for the minor in Biology are as follows:

- Lower-division Requirements
- Any 2 of: Biology 101, 102 and 2048
- Upper-division Requirements
- Any 12 hours of upper-division

- Biology courses (not to include independent study).....12
- Total hours required for the minor: 20

Bachelor of Science or Bachelor of Arts with Teaching Certification

Students interested in a biology major with secondary teaching certification, and entering their first year of college after July 1, 2001, must meet state-mandated requirements in general education and professional study. Please see the Teacher Education section of the Bulletin and consult as soon as possible with an adviser in the Department of Teacher Education.

AQUATIC AND MARINE BIOLOGY

Director: Melissa Gibbs

This major is designed for students interested in a scientific understanding of life in both aquatic (freshwater) and marine (saltwater) environments. Senior research projects in this field have included studies of lateral line development in salamanders, the nesting ecology of freshwater and sea turtles, the impact of artificial reef design on fish abundance, the population biology of an endangered species of snail, spring fish ecology, and manatee distribution and mortality.

Majors may also take advantage of Stetson's membership in the Marine Science Education Consortium for a summer or semester of study at the Duke University Marine Laboratory (see description under Pre-Professional Programs in the College of Arts and Sciences).

Bachelor of Science

I. GENERAL EDUCATION REQUIREMENTS	
The student must complete the General Education Requirements for the College of Arts and Sciences for the Bachelor of Science degree.	
II. LOWER DIVISION REQUIREMENTS	
	Credit Hours
Biology 101 and 102.....	8
Chemistry 101 and 102	8
Physics 101 and 102	8
Biology 203 and 204.....	7
Mathematics 201 or 222.....	4
Total	35
III. UPPER DIVISION REQUIREMENTS	
Biology 306.....	4
Biology 312.....	4

Biology 333.....	4
Biology 370.....	3
Biology 396.....	2
Biology 496.....	1
Biology 498.....	4
Total	22

IV. OTHER

Four hours of upper division biology courses in addition to those listed above. Independent study credits will not count towards this total. Organic Chemistry (CY303 and CY304) is strongly recommended for most students.

Total Hours for Major: 57

MOLECULAR BIOLOGY

Director: David Stock

This major is designed for students interested in the interface between the life sciences and physical sciences. It is administered through the Biology Department. Course descriptions can be found under the respective departments offering these courses.

Bachelor of Science

I. GENERAL EDUCATION REQUIREMENTS		III. UPPER-DIVISION MAJOR REQUIREMENTS	
The student must complete the General Education requirements for the College of Arts and Sciences for the Bachelor of Science degree.		Chemistry 303 and 3048	
		Biology 302 and 420.....8	
		Chemistry 3054	
		Any 2 from: BY301, 304, 314, 315, 320, 401, 409, 421, 422, or CY3068	
II. LOWER-DIVISION MAJOR REQUIREMENTS		Biology 3962	
	Credit Hours	Biology 496 and 498.....5	
Biology 101 and 102.....	8	Total upper-division hours35	
Chemistry 101 and 102	8	Total hours required for the major: 66	
Physics 101 and 102	8	IV. ELECTIVES: Hours to total a minimum of 120.	
Biology 203.....	3		
Mathematics 201 or 222.....	4		
Total lower-division hours	31		

Course Offerings

BY101 Introductory Biology I: Biochemistry, Cell Biology and Molecular Genetics (4). The first course in a four-course introductory sequence (BY 101, 102, 203 and 204) for Biology majors. May be used as a natural science requirement by non-biology majors seeking the B.S. degree. The main topics will be the molecules of life, organelle function, mitosis and meiosis, and DNA function and repair. There are three hours of lecture and three hours of laboratory per week. This course is prerequisite for all upper-division biology courses except BY310.

BY102 Introductory Biology II: Animal and Plant Physiology (4). Thesecond course in a four-course introductory sequence (BY 101, 102, 203 and 204) for Biology majors. May be used as a natural science requirement by non-biology majors seeking the B.S. degree. The main topics will be the structure and function of organ systems in animals, and plant growth and reproduction. There are three hours of lecture and three hours of laboratory per week. This course is prerequisite for all upper-division biology courses except BY310.

(Note: BY151, 152, 153, 156 and 158 are courses designed to emphasize biological principles and application for the non-science major. There are no prerequisites for these courses. Each course consists of three hours of lecture and three hours of laboratory per week.)

- BY151 The Human From Cell to Organism (4).** The biological study of the human using cellular, genetic, organismal, and environmental approaches.
- BY152 Environmental Biology (4).** Survey of the interrelationships of humans and their environment stressing a basic knowledge of ecology to understand environmental problems. Laboratory exercises will allow students to investigate the natural world through both observation and manipulation.
- BY153 Human Food and Nutrition (4).** This course offers an in-depth examination and analysis of the nutrient and chemical composition of food and its relationship to the health and well-being of the individual. The course employs an interdisciplinary approach to gain a working knowledge of the science of nutrition and explores food choices and the behaviors associated with making those choices.
- BY156 Aquatic and Marine Biology (4).** Selected readings from authors such as William Bartram, Archie Carr and John James Audubon will be used as a starting point for in-depth study of the ecology and biology of anything from alligators to coral reefs to the St. Johns River to sharks. The course topics will vary somewhat from year to year, but will focus on Florida organisms and environments.
- BY158 Ecology of our Changing Earth (3).** Study of ecological principles with emphasis on the relationship between humans and their environment. Topics include population growth, global climate change, biodiversity, and species interactions. Laboratory exercises allow students to experience the nature of the scientific method and to investigate ecological questions with experiments. Some quantitative data generated experimentally in this course will be analyzed and manipulated in MS 158 (Mathematical Modeling), a course for which students must be concurrently enrolled.
- BY203 Biostatistical Methods (3):** Required for the Biology major, this class will provide students with direct experience in the process of doing science, from study design to writing and publication. We will focus on the basics of hypothesis generation, experimental design, data analysis, and the interpretation and presentation of data. The class emphasizes a variety of techniques used in both descriptive and inferential statistics. The presentation of biological research in written and oral presentations will be covered. We will strongly stress using computers to manage, analyze, and present data.
- BY204 Introductory Biology III: Ecology and Evolution (4).** This course provides an overview of the ecology and evolution of plants and animals. Emphasis is on models that explain the way organisms evolve and interact with one another and the environment. The process of science is emphasized through the use of examples of current research in the area of evolutionary ecology. The laboratory portion of the course is designed to increase student understanding of experimental design, and data analysis and presentation. This course is a prerequisite for BY405, BY 418, and BY 450. Prerequisites: BY 203.
- BY298 Pre-Medical Student Clinical Experience (3).** A concentrated experience designed to expose students to actual clinical conditions and techniques. Limited to pre-med students; selection of participating students will be made by the University Health Professions Advisory Committee.

The following 4-credit upper-division courses in advanced biology consist of either three hours of lecture and one three-hour laboratory per week or, on occasion, two hours of lecture and six hours of laboratory per week. BY101 and 102 are prerequisites to all except BY310.

- BY301 Microbiology (4).** Survey of prokaryotic organisms, especially bacteria, and their roles in various ecosystems and disease. In the laboratory students isolate and identify bacteria, construct recombinant DNA, and create a genomic library. Prerequisites: BY101, 102.
- BY302 Genetics (4).** Introduction to genetics including Mendelian and population genetics, cytogenetics, and the nature of gene action. In the laboratory students make and examine slides of mitosis and meiosis, study Mendelian inheritance by breeding mutant fruit flies, isolate and clone a gene, and sequence the cloned gene. Prerequisites: BY101, 102.

- BY303 Comparative Vertebrate Anatomy (4).** Structure and function of the vertebrate body is explored in depth by comparative analysis of the major organ systems and their functional morphology among the vertebrate classes (Jawless Fish, Cartilaginous Fish, Bony Fish, Amphibians, Reptiles, Birds and Mammals). The laboratory component includes dissections of representative vertebrates (lamprey, shark, mudpuppy, rabbit) as well as study of skeletal components and skin-derived structures. Prerequisites: BY101, 102.
- BY304 Developmental Biology (4).** An interactive exploration of the processes (genetic, chemical and evolutionary) that shape the embryonic development of model animal systems (plants, fruit flies, salamanders, fish and chickens). Labs will consist of a variety of experiments that allow students to gain hands-on experience with developing organisms and the chemical and environmental factors that influence them. Prerequisites: BY101, 102, and 203.
- BY305 Flora of Florida (4).** Identification, classification, and evolution of the vascular plants of Florida. Laboratory exercises will include field trips that provide a chance for students to identify plants in a variety of Florida ecosystems. Prerequisites: BY101, 102.
- BY306 Invertebrate Zoology (4).** Morphology, natural history, and evolutionary relationships of the invertebrate phyla with special emphasis on aquatic and marine invertebrates. The laboratory portion includes field trips to local invertebrate habitats, an optional coral reef snorkeling trip, dissections and examination of preserved material, and collection and identification of insects. Prerequisites: BY101, 102, 203, and 204.
- BY307 Vertebrate Zoology (4).** The classification, evolution, diversity, structure and function, and behavior and ecology of the vertebrates are compared with particular focus on adaptations of specific members of each of the vertebrate classes to their environmental needs. The laboratory component includes field trips to representative central Florida habitats to observe vertebrates in their natural habitats, as well as a student-chosen independent research project on any aspect of vertebrate biology. Prerequisites: BY101, 102.
- BY310 Ornithology (4).** This course includes broad coverage of the biology of birds, including topics such as evolution and classification, anatomy and physiology, flight and aerodynamics, and selected aspects of behavior and ecology. Laboratories are spent in the field learning Florida birds and how they cope with their environment. Bird skins may be prepared from salvaged bird carcasses. No prerequisites.
- BY312 Marine Biology (4).** An exploration of oceanographic processes that shape the marine environment and a survey of the organisms inhabiting those environments. Labs will include field trips to local beach habitats and debates on current issues in marine biology. Prerequisites: BY101, 102 and 204.
- BY314 Immunology and Hematology (4).** Study of defense systems of mammals and birds, particularly inducible systems leading to antibody formation and study of the components of blood and how they are measured. In the laboratory, students perform assays of blood components and do serological tests, including inducing an immune response in experimental animals. Prerequisites: BY101, 102 and 301.
- BY315 Endocrinology (4).** Study of the synthesis, release, and action of hormones and steroids, interaction between the nervous and endocrine systems and endocrine disorders. Laboratory exercises include the preparation and examination of slides of endocrine glands and the hypothalamus, as well as the investigation of the effects of certain hormones. Prerequisites: BY101, 102.
- BY316 Animal Behavior (4).** Topics covered include classic approaches to the study of behavior, the underlying neural and physiological processes of behavior, and the evolution and ecology of behavior. To appreciate the concepts discussed in lecture, during laboratories student groups design experiments to investigate specific aspects of behaviors like aggression in Betta fish, color change in lizards and learning in fish and mammals. Prerequisites: BY101, 102.

- BY320 Cell Biology (4).** An in-depth course on cellular structure and function. Focus will be primarily on eukaryotic cells, but prokaryotic examples will also be used to demonstrate historical pathways of discovery, and similarities and divergence. A strong component of molecular biology is included to elucidate experiments designed to better understand cellular components and structural interactions, nuclear control of cell function, synthesis and metabolism of the cell, and cell interactions with other cells and the local environment. Prerequisites: BY101, 102.
- BY333 Limnology (4).** The study of freshwater systems including lakes, ponds, rivers, streams, and wetlands. The primary focus of this course is on physical and biotic aspects of these environments and how these factors interact to influence life in fresh water. Conservation issues for Florida's freshwater ecosystems will be highlighted. Prerequisites: BY101, 102 and 204.
- BY370 Aquatic/Marine Biology Internship (3).** An opportunity to explore aquatic/marine biology in an applied setting. This internship involves working with a professional outside Stetson. The instructor and the professional with whom the student is working determine the structure of each internship. Prerequisites: BY101, 102.
- BY396 Research Proposal (2).** Taken in spring of the junior year, a research proposal is written and defended prior to senior research. Prerequisites: BY101, 102 and 203.
- BY401 General Physiology (4).** An in-depth course on mechanisms of body function. The course is structured from a systems approach (cardiovascular, respiratory, reproductive, etc.) and will be focused on human physiology. Cross-disciplinary perspectives from molecular biology to space biology to pathology and disease mechanisms show the integrative nature of physiology as a discipline. Experimental procedures will be introduced to highlight the development of current physiological perspectives. Prerequisites: BY101, 102.
- BY404 Entomology (4).** Structure and function of insects. Identification of Florida specimens will be emphasized in lab. Prerequisites: BY101, 102.
- BY405 Ecology (4).** The study of the relationship between organisms and their environment, with a focus on the factors that influence the abundance and distribution of organisms. In the lab sessions students conduct independent investigations of ecological principles in local habitats. Prerequisites: BY101, 102, 203 and 204.
- BY409 Neurobiology (4).** Anatomy and physiology of the nervous system with particular emphasis upon cellular and molecular processes. The laboratory is designed to emphasize the multidisciplinary nature of neuroscience by having students design and complete experiments using anatomical, behavioral and physiological techniques. The student projects focus on feeding behavior in slugs, neuromuscular function in crayfish, and the mechanisms of learning in rats. Prerequisites: BY101, 102.
- BY418 Evolution (4).** The study of the mechanisms important to the evolution of organisms. Throughout the course we will use mathematical principles to elucidate evolutionary theories such as natural selection, genetic drift, altruism, and sexual selection. Laboratory exercises will include both computer simulations and manipulative field experiments. Prerequisites: BY101, 102, 203 and 204.
- BY420 Molecular Biology (4).** Molecular biology of prokaryotic and eukaryotic cells, including mechanisms of gene expression and regulation, and practical applications (e.g. disease research, medicine and bioinformatics). The laboratory introduces students to recombinant DNA methods, including restriction endonuclease digestion, gel electrophoresis, polymerase chain reaction, DNA sequencing, cloning, and analysis of recombinant proteins. Prerequisites: BY 101, 102 and 203. Strongly recommended prerequisite: BY302.
- BY421 Radiation and Photobiology (4).** General principles of nuclear and radiation physics, nuclear instrumentation and dosimetry and radiotracer methodology as applied to health care, treatment, and bioresearch. Students learn the proper handling of radioisotopes.

Experiments using radioisotopes are done to study the effects of ionizing, ultraviolet, and visible light radiation on organisms. Students then use the techniques to perform an experiment they generate. Prerequisites: BY101, 102.

- BY422 Molecular Ecology (4).** Focuses on the use of molecular genetic markers to study the ecology of natural populations. Includes an introduction to ecology, population genetics, phylogenetic theory and computer analysis of molecular data. Lab sessions will include field trips to sample local populations and the use of molecular techniques to analyze these samples. Prerequisites: BY101, 102, 203 and 204.
- BY432 Comparative Physiology (4).** An in-depth course on mechanisms of animal function. We will range from molecules, cells, tissues, organs and organ systems to organisms in their environment to compare and contrast diverse adaptations among animals. How do different animals exchange gases with their environment, change their skin color quickly for camouflage, entrain internal clocks with external cues for a successful breeding season, etc.? Experimental perspectives from molecular biology to behavior will demonstrate the varied approaches enlisted by researchers examining mechanisms of animal function. Prerequisites: BY101, 102.
- BY433 Plant Physiology (4).** Examination of mechanisms which plants use to cope with their environment. Prerequisites: BY101, 102.
- BY444 Conservation Biology (4).** An investigation of the levels of biological diversity (from genes to ecosystems), patterns of diversity, threats to diversity, and the approaches and problems involved in conserving this diversity. We will discuss the role of human societies in biological conservation. Laboratories will include field trips that highlight approaches to conservation efforts. Prerequisites: BY101, 102 and 204.
- BY450 Plant Ecology (4).** This course will give students a better understanding of plant growth, reproduction, anatomy, and physiology as they relate to whole plant adaptation. We will use evolutionary principles to understand adaptation to the environment and to elucidate strategies for maximizing reproductive success, avoiding predation, and maximizing carbon gain while avoiding water loss. Lectures and laboratory sessions will complement the study of basic botanical concepts with an emphasis on the ecological and evolutionary implications of plant structure and function. Prerequisites: BY101, 102 and 204.
- BY481 Special Topic in Biology (4).** Focused study of a contemporary issue in the life sciences. Topics vary according to interests of faculty members coordinating this class. Prerequisites: BY101, 102.
- BY485, 486 Independent Study** (variable hours not to exceed four per semester nor total more than eight hours of the student's entire program). Prerequisites: eight hours advanced biology and permission of faculty member.
- BY496 Senior Seminar (1).** Oral presentation of methods, results, and interpretation of senior research, taken the spring semester of senior year. Prerequisites: BY101, 102, 203, 396 and 498.
- BY498 Senior Project (4).** Initiated with a proposal in the junior year (BY396), the senior research project is completed by December of the senior year. This is the capstone of the undergraduate experience in biology in which students are trained to become research colleagues. Most projects are completed in a faculty member's laboratory, but off-campus mentors also are acceptable. Prerequisites: BY101, 102, 203, 204 and 396.

CHEMISTRY

T. Grubbs; P. Hauck (Chair); R. Indralingam; D. Jackson; H. Price

Chemistry is the study of the atomic and molecular structure of matter, and is, therefore, a widely diverse subject with close links to almost all other areas of science and technology. It offers excellent undergraduate preparation for advanced study in areas ranging from the physical and biological sciences to the health professions, and from business to law; an undergraduate degree in chemistry also affords direct entrance into government and industrial work. While offering a comprehensive instructional program supported by modern laboratory equipment, the Chemistry Department at Stetson places special emphasis on undergraduate research, small class size, and close attention to the needs and interests of the individual student. In addition to the traditional B.S. degree in chemistry, the department offers the ACS-certified degree, designated a professional degree by the American Chemical Society's Committee on Professional Training and available only from those departments whose programs are approved by the Society.

Bachelor of Science

- I. GENERAL EDUCATION REQUIREMENTS
The student must complete the General Education requirements of the College of Arts and Sciences for the Bachelor of Science degree.
- II. LOWER-DIVISION MAJOR REQUIREMENTS
- | | Credit Hours |
|-------------------------------------|--------------|
| Chemistry 101, 102 | 8 |
| Mathematics 201, 202 | 8 |
| Physics 101, 102, or 201, 202 | 8 |
| Total lower-division hours | 24 |
- III. UPPER-DIVISION MAJOR REQUIREMENTS
- | | |
|--------------------------|---|
| Chemistry 303, 304 | 8 |
|--------------------------|---|

Chemistry 318, 319	8
Chemistry 351, 352	8
Chemistry 396	1
Chemistry 305 or 416	4
Chemistry 498	3
Total upper-division hours	32

Total hours required for the major: 56

IV. ACS-Certified Major in Chemistry

As above (must include CY416 and CY305).

Total hours required for an ACS-certified major: 60

V. ELECTIVES: Hours to total a minimum of 120.

Minor in Chemistry

- I. LOWER-DIVISION REQUIREMENTS
- | | |
|------------------------------|----|
| Chemistry 101, 102 | 8 |
| Mathematics 201 or 222 | 4 |
| | 12 |
- II. UPPER-DIVISION REQUIREMENTS
- | | |
|--------------------------|----|
| Chemistry 303, 304 | 8 |
| Chemistry 318 | 4 |
| | 12 |

III. OTHER

3 additional hours of chemistry courses at the 300 level or above.

Total hours required for the minor: 27

Bachelor of Science with Teaching Certification

Students interested in a chemistry major with secondary teaching certification, and entering their first year of college after July 1, 2001, must meet state-mandated requirements in general education and professional study. Please see the Teacher Education section of the Bulletin and consult as soon as possible with an adviser in the Department of Teacher Education.

BIOCHEMISTRY

D. Jackson (Director); H. Price

Biochemistry, the study of the chemical structures and processes of living organisms, is an interdisciplinary field, having its foundations in both biology and chemistry. The undergraduate major in biochemistry is therefore designed to provide an extensive preparatory foundation in both these areas, culminating in two years of coursework in biochemistry, advanced biology courses covering topics related to biochemistry, and senior research. The

B.S. in biochemistry is ideal preparation for the student interested in pursuing entrance into medical or other health professional schools as well as graduate or industrial work in biochemistry or molecular biology.

Bachelor of Science

I. GENERAL EDUCATION REQUIREMENTS
The student must complete the General Education requirements of the College of Arts and Sciences for the Bachelor of Science degree.

II. LOWER-DIVISION MAJOR REQUIREMENTS	Credit Hours
Biology 101, 102	8
Chemistry 101, 102	8
Mathematics 201, 202	8
Physics 101, 102, or 201, 202	8
Total lower-division hours	32

III. UPPER-DIVISION MAJOR REQUIREMENTS

Chemistry 303, 304	8
Chemistry 305, 306	8

Chemistry 318	4
Chemistry 351	4
Chemistry 498	3

And a choice of two courses from:

Biology 301	4
Biology 302	4
Biology 320	4
Biology 420	4
	<u>8</u>

Total upper-division hours35

For more detail on the above courses, see their listings under the Biology and Chemistry Departments.

Total hours required for the major: 66

IV. ELECTIVES: Hours to total a minimum of 120.

Course Offerings

CY101,102 General Chemistry (4,4). An introduction for science majors. Includes stoichiometry, states of matter, atomic structure and molecular structure and theories of bonding, acid-base and oxidation-reduction concepts, chemical equilibrium, elementary chemical thermodynamics, kinetics, electrochemistry, and an overview of the descriptive chemistries of the elements. Three lectures and one three-hour laboratory per week. Prerequisite to all advanced courses. Prerequisite for CY 102: CY 101.

CY151 Chemistry in Everyday Life (4). Chemical principles and their application to environmental issues: energy sources and utilization; pollution of air, land, and water; waste disposal; use and misuse of industrial products. Three lectures and one three-hour laboratory per week. For non-majors; no prerequisites.

CY152 Molecular Architecture and Life (4). An overview of the centrality of chemistry to an understanding of the modern world. The roles of chemistry in the sustenance and enrichment of human life are particularly emphasized. Three lectures and one three-hour laboratory per week. For non-majors; no prerequisites.

CY298 Pre-Medical Student Clinical Experience (3). A concentrated experience designed to expose the student to actual clinical conditions and techniques. Limited to second year pre-med students; selection of participating students will be made by the University Health Professions Advisory Committee in consultation with the cooperating clinical physicians. Offered in four-week summer terms only.

CY303,304 Organic Chemistry (4,4). A survey of the properties, preparations, and reactions of carbon-containing compounds from a reaction type standpoint. Applications to biological and industrial chemistry are included wherever possible. Three lectures and one three-hour laboratory per week. Prerequisite for CY 303: CY 102; prerequisite for CY 304: CY 303.

CY305 Introductory Biochemistry (4). An introduction to biochemistry. Topics include protein structure and function, enzymatic catalysis and kinetics, mechanisms and regulation of DNA replication, RNA transcription, protein translation, and a survey of metabolism. Three hours of lecture and one three-hour laboratory per week. Prerequisites: CY304, BY102.

CY306 Advanced Biochemistry (4). A more in-depth exploration of the molecular mechanisms behind selected topics covered in CY305, as well as additional topics such as biochemical energetics, organelle function, and the molecular mechanisms of disease. Three hours of lecture and one three-hour laboratory per week. Prerequisite: CY305.

- CY318 Analytical Chemistry I (4).** Reviews the fundamentals of analytical chemistry, including statistical methods and selected classical methods of analysis, proceeding to an introduction to instrumental methods, with treatments of electrochemical and elementary spectrochemical analysis, as well as chemical separations. Three lectures and one three-hour laboratory per week. Prerequisite: CY303.
- CY319 Analytical Chemistry II (4).** A rigorous survey of modern instrumental chemical analysis, including gas chromatography, high performance liquid chromatography, Fourier-transform infrared spectrometry, nuclear magnetic resonance, and hyphenated methods such as GC-mass spectrometry. The basics of electronics and signal manipulation are also treated. Three lectures and one three-hour laboratory per week. Prerequisites: CY318, CY352.
- CY351,352 Physical Chemistry (4,4).** A detailed treatment of chemical thermodynamics and kinetics, including introductions to atomic and molecular quantum mechanics, molecular spectroscopy, and statistical mechanics. Three lectures and one three-hour laboratory per week. Prerequisites for CY 351: MS 202, PS 102 or 202, with CY 304 strongly recommended; prerequisite for CY 352: CY 351.
- CY396 Introduction to the Chemical Literature (1).** A survey of the primary and secondary literature sources in chemistry, with special attention to modern computer methods of information retrieval. Utilizing the techniques learned, the student will prepare a written paper on a current research topic in chemistry. One lecture per week. Prerequisites: CY304, CY351.
- CY407 Advanced Organic Chemistry (3).** Selected topics in mechanistic and synthetic organic chemistry. Three lectures per week. Prerequisites: CY304, CY352.
- CY411 Spectra and Structure (3).** An intensive study of modern infrared, ultraviolet-visible, magnetic resonance, and mass spectral methods of analysis as applied to structure determination in organic chemistry. Two lectures and one three-hour laboratory per week. Prerequisites: CY304, CY352.
- CY416 Advanced Inorganic Chemistry (4).** A survey of advanced topics, with emphasis on structure and bonding, inorganic solids, reaction mechanisms, coordination chemistry, and organometallic compounds. Three lectures and one three-hour laboratory per week. Prerequisites: CY304, CY352.
- CY451 Advanced Physical Chemistry (3).** Advanced topics to be selected from quantum chemistry, molecular spectroscopy, statistical mechanics, and molecular dynamics. Three lectures per week. Prerequisite: CY352.
- CY458 Advanced Analytical Chemistry (3).** Topics to be selected from modern instrumental analysis; may include advanced treatments of FTIR, NMR, HPLC, GC-MS, AA, laser spectroscopy, and statistical methods of data analysis. Three lectures per week. Prerequisites: CY319, CY352.
- CY485,486 Independent Study (1 to 3 each, as approved).** Study of selected topics under the guidance of a professor. By permission. A pre-medical student may elect to do a clinical internship under an independent study arrangement, but credit earned will not satisfy any requirements of the chemistry major.
- CY491,492 Chemical Research (3,3).** Research on a problem under the supervision of a professor. By permission.
- CY498 Senior Research Project (3).** An original investigation undertaken in the senior year under the direction of a professor. Nine hours of laboratory work per week. Prerequisites: CY304, CY318, CY351.

COMMUNICATION STUDIES

P. Dalton; C. Irizarry; K. McCoy (Chair); M. McFarland

The ability to communicate competently and to understand communicative acts is an asset contributing to success in both the public and private spheres. Human communication, however, is a complex process, and effective communication depends on our understanding of the structures and constraints of the process by which messages are transmitted and understood between senders and receivers.

Courses in Communication Studies at Stetson stress a strong liberal arts foundation in communication theory and practice. By choosing from offerings in areas such as interpersonal and small group communication or public discourse and mass communication, students can tailor a program to fit their interests and needs. In addition to classroom education, students have opportunities for practical experience off-campus through internships and with the campus newspaper, *The Reporter*, Florida's oldest college paper.

Bachelor of Arts

I. GENERAL EDUCATION REQUIREMENTS	
The student must complete the General Education requirements for the College of Arts and Sciences for the Bachelor of Arts degree.	
II. LOWER-DIVISION MAJOR REQUIREMENTS	
	Credit Hours
Communication 201	3
Two of the following, or an approved substitute:	
Communication 205	3
Communication 206	3
Communication 208	3
Communication 210	3
Communication 231	3
	<u>6</u>
Total lower-division hours	9
III. UPPER-DIVISION MAJOR REQUIREMENTS	
Communication 300	3
Communication 311	3
Communication 312	3
One of the following, or an approved substitute:	
Communication 301	3
Communication 316	3
Communication 323	3
Communication 401	3
	<u>3</u>

One of the following, or an approved substitute:	
Communication 306	3
Communication 317	3
Communication 331	3
Communication 417	3
	<u>3</u>
The following two classes required:	
Communication 497	3
Communication 498	3
	<u>6</u>
Total upper-division hours	21
IV. OTHER	
Two Communication Electives	6
(At least one upper division)	
	<u>—</u>
Total other hours	6
Total hours required for the major: 36	
Requirements for Secondary Teacher Certification in Speech: Communication 351. See additional requirements in the Department of Education.	
V. ELECTIVES: Hours to total a minimum of 120.	

Minor in Communication Studies

I. LOWER-DIVISION MINOR REQUIREMENTS	
Communication 201	3
Any CN200-level course	3
	<u>3</u>
Total lower-division hours	6
II. UPPER-DIVISION REQUIREMENTS	
Communication 311	3
Communication 312	3
One of the following	
Communication 301	3
Communication 316	3
Communication 323	3
Communication 401	3
	<u>3</u>

One of the following:	
Communication 306	3
Communication 317	3
Communication 331	3
Communication 417	3
	<u>3</u>
Total upper-division hours	12
Total hours required for the minor: 18	

Course Offerings

- CN201 Public Speaking (3).** Study of the principles of public address to include the preparation and delivery of various types of speeches.
- CN205 Interpersonal Communication (3).** A study of the principles and application of verbal and non-verbal communication between people, and the effect of this communication on relationships and experience.
- CN206 Performance Studies (3).** A study of literature through critical analysis and the experience of solo and group performance. This course is cross-listed as TE206 Performance Studies. Students who have taken TE206 may not take CN206.
- CN208 Intercultural Communication (3).** A study of the issues which influence communication, including verbal and nonverbal interaction, analysis and understanding of context, problems of diversity, and ethical concerns.
- CN210 Ethics in Communication (3).** An introductory exploration into the concepts of communicative choice and responsibility as they relate to specific problems and questions in communication situations.
- CN231 Critical Studies of Mass Communication (3).** A critical survey of the various aspects of the mass media focusing on television, films and advertisement.
- CN296 Special Topics in Communication (3).** Intensive study of selected topics related to the Communication field.
- CN300 Communication Studies Internship (1-3).** (Pass-fail only). The student is provided with the opportunity to seek an internship in an area related to communication studies to include mass communication. A student will be accepted into the course by permission only and must have at least junior standing and completed six (6) hours within the Communications Studies major. Students will be required to present a journal and a paper, as well as a letter of evaluation from the supervisor of the project. Repeatable one time for credit.
- CN301 Classical Rhetoric (3).** A study of ancient theories of rhetoric, providing an understanding and appreciation of rhetorical traditions, as well as a grounding for developing a modern theory of rhetoric and rhetorical criticism.
- CN303 Performance of Genres (3).** A study through critical analysis and the experience of solo and Reader's or Chamber Theatre group performance of the genres of poetry and prose fiction. Prerequisite: CN206 or permission of instructor.
- CN306 Argumentation (3).** A study of the theory and practices of practical argumentation in the personal, technical, and public spheres.
- CN311 Qualitative Theory and Methodology (3).** This course provides students with a comprehensive understanding of qualitative research methods. This course is designed to explore a variety of qualitative research approaches in communication studies, taking into account issues of epistemology (ways of knowing), methodology (ways of examining), and representation (ways of writing and reporting).
- CN312 Rhetorical Theory and Criticism (3).** A study of modern theories of rhetoric and how these theories affect the practice of criticism. The course will allow students to ground themselves in theory, to begin to construct theoretical models, and then move to analyzing and critiquing public discourse.
- CN316 Small Group Communication (3).** A study of the principles and practices of communication in small groups. Includes research methods, organization of materials, dynamics in leadership and participant roles.

- CN317 Organizational Communication (3).** A study of the theory and practice of internal and external organizational communication.
- CN323 Gender and Communication (3).** A study of the relationship between gender and communication theory and practice.
- CN331 Theory of Mass Communication (3).** This course provides students with a more complete understanding of the theories and research that contribute to our understanding of mass media today. Students will be made more aware of the impacts of mass media products (e.g., television, film, internet) on civic practices and the fulfillment of civic obligations.
- CN351 Materials and Methods for High School Speech and Theatre (3).** Promotion of ways to teach public speaking, discussion, debate, and theatre in secondary schools.
- CN396 Special Topics in Communication (Theory) (3).** Intensive study of selected topics related to the Communication field.
- CN397 Special Topics in Communication (Applied) (3).** Intensive study of selected topics related to the Communication field.
- CN401 Philosophy of Communication (3).** A study of the philosophical underpinnings of rhetoric and communication, leading to the construction of communication theory. Designed for the student who has had previous experience in the study of communication.
- CN417 History and Criticism of American Public Address (3).** A study of prominent discourse in American political, social, and intellectual life as examined in historical, analytical, and critical contexts.
- CN475 Senior Seminar (3).**
- CN485,486 Independent Study (3, 3).**
- CN497 Senior Seminar and Research Proposal (3).**
- CN498 Senior Project (3).**

COMPUTER SCIENCE

M. Branton; H. ElAarag; D. Plante; H. Pulapaka

Stetson University provides students a flexible curriculum where they can receive a Bachelor of Science degree in either computer science or in computer information systems. The computer science major gives students a broad overview of the field of computer science and prepares them for graduate study in computer science or a career in industry that emphasizes the student's technical expertise. The computer information systems major is designed for students who are interested in applying today's technologies to the solution of business problems. Students choosing this major are prepared for graduate study in information technology, computer information systems or software engineering, or a career in industry that emphasizes software application development. By taking courses that emphasize network and web-based application development, including selected electronic business courses, and combining this knowledge with a minor in business, students obtain a solid foundation not only in computer information systems but also in how the technology is used in a business environment. The Department also supports the interdisciplinary digital arts/computer science major for students interested in the application of computer science to digital media, computer graphics and animation, and computer music. See Digital Arts elsewhere in the Bulletin for more information.

Regardless of the major, students are prepared to enter a vital and rapidly changing field, either by pursuing graduate study or through leadership in a challenging industry career.

The majors incorporate the Object Oriented paradigm, the theoretical aspects of computer science, and the skills of software engineering into a challenging curriculum modeled after the nationally recognized guidelines of the Joint IEEE Computer Society/ACM Task Force on the “Year 2001 Model Curricula for Computing” (CC-2001). The emphasis is on a hands-on learning environment where students learn the important concepts as they work on real-world projects. Besides course-related projects, majors have the opportunity to work one-on-one with faculty members on commercial projects through the Stetson Software Institute, a practicum formed by the faculty. Finally, both the computer science and computer information systems degrees require a Senior Project, a capstone experience appropriate to the selected major.

Bachelor of Science – Computer Science

I. General Education Requirements. The students must complete the General Education requirements for the College of Arts and Sciences for the Bachelor of Science degree.		IV. Electives Any 3 upper-division CS Courses9
	Credit Hours	Total9
II. Lower-Division Major Requirements		V. Other
Computer Science 101, 10210		Mathematics 201, 2028
Computer Science 2013		Mathematics 2453
Computer Science 2113		Probability/Statistics*3
Computer Science 2213		Physics 201, 20210
Total lower-division hours19		Total24
III. Upper-Division Major Requirements		Total hours required for the Theoretical Computer Science Track: 67
Computer Science 3013		*Any probability/statistics course approved by the department satisfies this requirement.
Computer Science 3113		
Computer Science 3213		VI. ELECTIVES: Hours to total a minimum of 120.
Computer Science 498, 4996		Only one independent study course may count towards the fulfillment of the computer science requirement.
Total upper-division hours15		

Bachelor of Science – Computer Information Systems

I. General Education Requirements. The students must complete the General Education requirements for the College of Arts and Sciences for the Bachelor of Science degree.		IV. Electives: Choose 9 hours from EBT397 or EBT494 or any upper-division CS courses.....9
	Credit Hours	Total9
II. Lower-Division Major Requirements		V. Other
Computer Science 101, 10210		Any business minor (except EBT) 15-18
Computer Science 2113		Total15-18
Computer Science 2213		Total hours required for the Applied Computer Science Track: 58-61
Total lower-division hours16		VI. Electives: Hours to total a minimum of 120.
III. Upper-Division Major Requirements		Only one independent study course may count towards the fulfillment of the computer science or computer information systems requirements.
Computer Science 304, 3056		
Computer Science 321, 395 (Advanced IT)6		
Computer Information Systems 498, 4996		
Total upper-division hours18		

Minor in Computer Science

I. Lower-Division Major Requirements		II. Other Requirements
Computer Science 101, 10210		At least six (6) semester hours selected from any upper-division computer science courses6
Computer Science 2113		Total6
Computer Science 2213		Total hours required for the computer science minor: 22
Total lower-division hours16		

Course Offerings

- CS100 Introduction to Programming (3).** An overview of computer science for non-computer science majors. Introduction to elementary computer theory, terminology, hardware, and software applications.
- CS101 Introduction to Computer Science (5).** An introduction to computer science and object-oriented programming with Java.
- CS102 Introduction to Computer Science II (5).** A continuation of CS101, with an introduction to recursion, linked lists, sorting and searching, and object-oriented design. Prerequisite: CS101.
- CS201 Introduction to Computer Organization (3).** Hardware organization, assembly and system level programming, macro facilities. Prerequisite: CS101.
- CS211 Discrete Structures (3).** Boolean algebra and propositional logic, mathematical proofs, finite machines, Turing machines, formal languages, combinatorics, probability. Prerequisite: CS101.
- CS221 Software Development I (3).** Implementation of the Object Oriented paradigm using C++ and the Unified Modeling Language (UML). An introduction to the components of the C++ compiler, and the software development life cycle. Prerequisite: CS102.
- CS301 Operating Systems (3).** Study of the components of an operating system. Management of and communication between concurrent processes, virtual memory, scheduling, file management. Prerequisite: CS221.
- CS302 Computer Organization and Architecture (3).** Organization of major hardware components of a computer; introduction to digital logic and microprogramming; comparison of computer architectures. Prerequisite: CS201.
- CS304 Computer Networks (3).** An introduction to network topologies, netbios, sockets, tcp/ip, remote procedure calls, and low level client server programs. Prerequisite: CS221 and CS301.
- CS305 Client-Server Systems (3).** Implementation of client-server databases, stability issues in client server programs, discussion of various remote procedure call mechanisms, object oriented approach to client-server technologies, and distributed computing. Prerequisite: CS221.
- CS310 Computer Graphics (3).** Techniques and standard algorithms for creating and animating two- and three-dimensional objects. Prerequisite: CS221, MS245.
- CS311 Algorithm Analysis (3).** A detailed study of algorithm design and analysis, including greedy algorithm, divide and conquer, dynamic programming, backtracking, and branch and bound. Some advanced data structures are introduced. There is an emphasis on the verification and analysis of time and space complexity. NP theory is introduced. Prerequisite: CS211
- CS321 Software Development II (3).** Description: The study of advanced Object Oriented and UML concepts using C++. Design Patterns, the Standard Template Libraries, and basic network communications (sockets, rpc). A continuation of the study of the software development life cycle. Prerequisite: CS221.
- CS350 Mathematical Modeling and Computer Simulation (3).** An introduction to the development and use of mathematical models. Prerequisites: MS202, MS245, and CS101.
- CS360 Graph Theory (3).** Introduction to theoretical concepts of graphs and their invariants, applications of graphs to practical problems, and a study of graph algorithms. Prerequisite: CS211 or junior standing in mathematics.

- CS371 Compiler Design (3).** Principles, techniques and tools for designing a compiler for a procedural language. Prerequisites: CS201, CS221, knowledge of C programming.
- CS380 Programming Languages (3).** Theory and principles of programming language design; study of functional and procedural languages. Prerequisite: CS221.
- CS385,485 Independent Study (1-3).**
- CS392 Elementary Numerical Analysis (3).** Solutions of nonlinear equations by method of linear interpolation. Newton's method, Bairstow's method. Solutions of linear equations by Gaussian elimination. Gauss-Jordan elimination, iterative methods. Interpolating polynomials, numerical differentiation and integration. Prerequisites: MS202, MS245 and CS101.
- CS395,495 Seminar (1-3).**
- CS431 Artificial Intelligence (3).** Knowledge representation, expert systems, neural networks. Languages used are LISP and Prolog. Prerequisite: CS221.
- CS472 Theory of Computation (3).** An examination of the concepts of formal languages, automata theory, context free grammars, and Turing Machines. Prerequisite: CS211.
- CS498 Senior Research Proposal (3).** The student will develop a statement of the problem to be studied, the method to be used, and background information needed to solve the problem.
- CS499 Senior Research (3).** Techniques of software design and implementation. Includes team project, design specification and development. Prerequisites: CS320, CS498.
- CIS351 Ethics and Technology (3).** This course enables students to understand and to respond to the legal and ethical issues that arise from the use of information technology. Students will explore ethical and social issues arising from the computerization of industry and government, with emphasis on copyright, security, and privacy issues. The primary focus of the course will be the determination of the weight that these ethical and social issues should have in the design, implementation, and uses of present and anticipated applications of information technology. Prerequisite: junior standing.
- CIS440 Internship in Computer Information Systems (3).** Students are expected to complete an internship of varying time length with an external strategic alliance partner. Emphasis is on a relevant learning environment and acquisition of appropriate career skills at a suitable level of authority and responsibility. Prerequisite: permission of instructor.
- CIS498 Systems Engineering Project Proposal (3).** In conjunction with a CIS faculty member, students are expected to develop a formal proposal for their senior software engineering project. Prerequisite: permission of the instructor.
- CIS499 Senior Software Engineering Project (3).** This course provides practical application of techniques of software design and implementation. Includes team project, design specification, and development. Prerequisite: CIS498.

COUNSELOR EDUCATION (Graduate programs only. See section "Graduate Programs/Arts and Sciences")

DIGITAL ARTS

M. Branton; C. Lopes-Pereira; M. Roberts

This major represents a collaborative effort by the Departments of Art and Computer Science and the School of Music. It is an interdisciplinary major designed to give a student a solid foundation in art, computer science, or music, while investigating the use of digital technology as a means of expression. A student may choose to pursue one of three tracks in the major, and may receive a Bachelor of Arts degree in digital arts. All majors are required to complete the General Education requirements for a B.A. degree. Majors are advised in the department or school relating to their particular track. There is also a track for students in the School of Music which results in a Bachelor of Music degree.

In addition to general University admission requirements and academic regulations, digital arts applicants for the art and music tracks must submit a portfolio and complete an interview with digital arts faculty. For the art track, the portfolio submission must contain 6-10 original pieces of work (this can include non-digital materials), a letter of intent/artist statement and a short resume describing any previous experience with computers or art. For the music track, the portfolio must contain a CD or tape recording of 1-3 original compositions with written scores if available, as well as a short resume describing any previous experience with computers or music technology. In addition, music track majors must complete a School of Music audition. Write to the program director for audition and interview appointments.

Requirements for the Art Track

I. GENERAL EDUCATION REQUIREMENTS		III. UPPER-DIVISION
The student must complete the General Education requirements for the College of Arts and Sciences for the Bachelor of Arts degree.		DA 3123
II. LOWER-DIVISION REQUIREMENTS		AH 3143
	Credit Hours	DA 4981
DA 101	3	DA 4993
AT 102	3	Total upper-division hours10
AT 105	3	IV. Junior Portfolio Review and Senior Portfolio Review: N/C
DA 121	3	V. OTHER
MC 190	3	9 additional hours of upper-division DA courses.
AH 200	3	3 additional hours of art history.
DA 201	3	Total hours required for the major: 43
Total lower-division hours	21	VI. ELECTIVES: Hours to total a minimum of 120.

Requirements for the Computer Science Track

I. GENERAL EDUCATION REQUIREMENTS		IV. COLLATERAL REQUIREMENTS
The student must complete the General Education requirements for the College of Arts and Sciences for the Bachelor of Arts degree.		MS 2013
II. LOWER-DIVISION		MS 2023
	Credit Hours	MS 2453
DA 101	3	PS 2015
AT 102	3	PS 2025
CS 101	3	HUM 2753
CS 102	3	Total collateral requirements22
CS 201	3	Note: HUM275, MC190, MS201, PS201, and PS202 may all be used to satisfy General Education requirements.
CS 211	3	V. OTHER
CS 221	3	6 additional hours of upper-division digital arts courses.
Total lower-division hours	21	3 additional hours of lower- or upper-division digital arts courses.
III. UPPER-DIVISION MAJOR REQUIREMENTS		Total hours required for the major: 43
DA 301	3	19 hours in collateral requirements
CS 310	3	VI. ELECTIVES: Hours to total a minimum of 120.
DA 461	3	
DA 498	1	
DA 499	3	
Total upper-division hours	13	

Requirements for the Music Track

Note: This track is designed to meet music accrediting standards.

I. GENERAL EDUCATION REQUIREMENTS

The student must complete the General Education requirements for the College of Arts and Sciences for the Bachelor of Arts degree.

II. LOWER-DIVISION

	Credit Hours
DA 101	3
DA 121	3
MCA111	4
MCE141	1
MC171, 172, 271, 272	12
MC173, 174, 273, 274	4
MC175, 176	2
MC279	1
Total lower-division hours	30

III. UPPER-DIVISION

MCE 331-07/DA 381	2
DA 361	3
DA 375	3

MC 399	3
DA 461	3
DA 471	3
DA 498	1
DA 499	3
Total upper-division hours	21

IV. COLLATERAL REQUIREMENT

PS154	4
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Note: PS154 may be used to satisfy General Education requirements.

V. OTHER

6 hours of DA upper-division courses and 6 hours from any of the following: DA, MC 177, 178, 193, 361, 375, 376, 379, MCA 311, MCE 331, CS 100, or CS 101.

At least 30 hours in upper-division courses.

Satisfactory completion of keyboard proficiency.

Total hours required for the major: 65

VI. ELECTIVES: Hours to total a minimum of 120.

The Digital Arts Minor

I. LOWER-DIVISION

DA101	3
Total lower-division hours	3

II. OTHER

6 hours of DA lower- or upper-division courses.
6 hours of DA upper-division courses.

Total hours in the digital arts minor: 15

Course Offerings

DA101 Introduction to Digital Arts (3). An introduction to the creative skills and software tools employed in digital art and music. Includes basic 2D computer graphics, computer animation techniques, digital audio and soundtracks for video.

DA121 Net Art (3). An introduction to network art, with a focus on html, interactivity and multimedia designed for the Internet. Students learn to utilize elements of sound, graphics and video production to create and publish web sites. This course places artists and the Internet in an art historical context and includes student discussions and critiques of contemporary issues surrounding web culture and technologies. Prerequisite: DA101.

DA201 Images and Meaning (3). Students use a variety of software packages to develop digital images that address contemporary issues in art and technology. The focus of the class is on visual and artistic literacy; readings, slide lectures, ongoing critiques and class discussions contribute to the development of visually and intellectually integrated digital art. Prerequisite: DA 101, AT102 or permission of the instructor.

DA301 3D Modeling and Animation I (3). An introduction to 3D modeling, rendering and animation. Includes creation, editing and mapping of materials for the models in a 3D scene, material editors, paint and image manipulation software, lighting, tracking and keyframing, curve/path animation, inverse kinematics, morphing, raytracing, file conversion/compression and required formats. Prerequisite: DA101, AT102 or permission of the instructor.

DA302 3D Modeling and Animation II (3.) A continuation of DA301. Prerequisite: DA 301.

DA312 Issues of Time-Based Media (3). An applied course in the technical and conceptual skills required for creating time-based media. Emphasis is placed on the use of metaphor and a survey of narrative structures (implied narrative, interactive narrative, narratives for installation spaces) in conjunction with techniques for compositing, multimedia authoring and alternative 2D animation. Prerequisite: DA 201, AT105 or permission of the instructor.

- DA351 Digital Video I (3).** An introduction to camera systems and videotape recorders, display monitors and digital post-production equipment and techniques, including non-linear digital editing, as well as the fundamentals of video photography, camera operating, composition and lighting. Prerequisite: DA101.
- DA352 Digital Video II (3).** A continuation of DA351. Prerequisite: DA 351.
- DA361 Multimedia Recording Techniques (3).** An introduction to composing and recording music in a computer-based studio environment. Students learn MIDI sequencing, multi-track hard disk recording and music production skills. Two composition projects are an integral component of this course. Prerequisite: DA 101.
- DA371 (MC457) Music Technology (3).** An introduction to music technology. Course topics include a study of components in a computer workstation for music, notation software, MIDI sequencing, digital audio, basic 2D computer graphics, an introduction to multimedia authoring and a survey of computer programs for music instruction.
- DA375 Sound and Interactivity (3).** An exploration of interactive computer composition and performance via programming languages. Course topics include MIDI, interface design, control software for MIDI devices, alternate musical devices, composition algorithms and music with networks. Prerequisite: DA 361.
- DA381 (MCE331) New Media in Composition and Performance (1).** Students pursue an ensemble composition project and present work in progress for critique. Final class meetings are devoted to rehearsal in preparation for a concert presented by members of the class. All students are required to participate in an ensemble performance as an instrumentalist or technician. Visual artists and computer scientists with an interest in collaboration are encouraged to enroll. Prerequisite: DA375 or permission of instructor, junior standing or higher.
- DA385, 485 Independent Study (1-3).** May be repeated for credit.
- DA395, 495 Special Topics (1-3).** May be repeated for credit.
- DA398 Advanced Digital Arts Studio (3).** Seminar course structured to cover a wide variety of digital media. Students pursue projects of their own design, producing a body of work that is composed of screen-based 2D images, multimedia, animations, video, or other experimental digital artwork. The course includes ongoing discussions and critiques of student-designed projects. Prerequisite: DA 201.
- DA440 Internship in Digital Arts (3).** Students work with a faculty supervisor and an outside supervisor and are placed at an outside institution where the student's background in digital arts is utilized. Prerequisite: Junior or senior standing and approval of the faculty supervisor.
- DA461 Computer Music I (3).** Study of software synthesis techniques for composition and sound design. A variety of synthesis methods are presented within an historical context, then implemented by students in a synthesis programming language. Topics include additive synthesis, distortion methods, filters, granular synthesis techniques, analysis-based synthesis techniques and physical models. Prerequisite: DA 101.
- DA462 Computer Music II (3).** A continuation of DA 461. Prerequisite: DA 461.
- DA471 Scoring for Multimedia (3).** Explores the coordination of music with the visual and narrative elements of a multimedia production. Students compose for both electronic and traditional media in a variety of musical genres. A survey of film music is an integral component of the course. Prerequisite: DA361, MC279.
- DA498 Senior Project Proposal (1).** Preparation and planning for the Senior Project. The student produces a proposal for the Senior Project. Prerequisite: Approval of the instructor. Art track majors require the completion of a Junior Portfolio Review.

DA499 Senior Project (3). The student develops and exhibits a significant work in the digital arts. Planning and installation of the Senior Thesis Exhibition is part of the class for majors on the art track. Prerequisite:DA498. Art track majors are required to complete a Senior Portfolio Review.

ECONOMICS

N. Long (Chair); R. Thaver; R. Wood

Working closely with faculty in small classes, economics students at Stetson explore the timely issues of today's global economy. Area emphases in Africa, Latin America, Russia, and China offer insights into transition economies and the developing economies of the future. The department also offers explorations in environmental economics, race and gender, humane economics, and the interaction between economics and religion.

The application of critical analyses and modeling to the production, distribution, consumption, and management of resources provides students with tools to understand the effect of economics on their lives. The study of economics provides a strong foundation for careers or graduate study in business, government, law, teaching, and research.

Bachelor of Arts

I. GENERAL EDUCATION REQUIREMENTS		III. UPPER-DIVISION MAJOR REQUIREMENTS	
The student must complete the General Education requirements for the College of Arts and Sciences for the Bachelor of Arts degree.		Economics 301	4
II. LOWER-DIVISION MAJOR REQUIREMENTS		Economics 302	4
	Credit Hours	Economics 374 or	
Economics 101	3	Decision Science 350	4 or 3
Economics 102	3	Economics 495	3
OR		Economics 498	4
Economics 103	3	Total upper-division hours	19 or 15
(in place of ES101 and 102)		IV. OTHER	
Electronic Business Technology 191	3	Select courses from those offered by the Department.	
Decision Sciences 280	3	Total other hours	
Total lower-division hours	9-12	Total hours required for the major:	
		V. ELECTIVES: Hours to total a minimum of 120.	

Bachelor of Science

I. GENERAL EDUCATION REQUIREMENTS		III. UPPER-DIVISION MAJOR REQUIREMENTS	
The student must complete the General Education requirements for the College of Arts and Sciences for the Bachelor of Science degree.		Economics 301	4
II. LOWER-DIVISION MAJOR REQUIREMENTS		Economics 302	4
	Credit Hours	Economics 374 or	
Economics 101	3	Decision Science 350	4 or 3
Economics 102	3	Economics 495	3
OR		Economics 498	4
Economics 103	3	Total upper-division hours	19 or 18
(in place of ES101 and 102)		IV. OTHER	
Electronic Business Technology 191	3	Select courses from those offered by the Department.	
Decision Science 280	3	Total other hours	
Total lower-division hours	9-12	Total hours required for the major: 36-40	
		V. ELECTIVES: Hours to total a minimum of 120.	

Minor in Economics

I. LOWER-DIVISION MINOR REQUIREMENTS		Economics 302	4
Economics 101	3	8
Economics 102	3	III. OTHER:	
OR		6 hours of other courses selected from those offered by the Department.	
Economics 103	3	Total hours required for the minor: 17-20	
(in place of ES101 and 102)	—		
.....	3-6		
II. UPPER-DIVISION MINOR REQUIREMENTS			
Economics 301	4		

Course Offerings

ES101, ES102, ES103, ES301, ES302, ES374, ES495, and ES498 are offered every year. ES485, ES486, and ES496 are offered as the occasion arises. The remaining courses are offered every second year or every third year. Consult the Department Chair for the timing of any specific course. The Department strongly urges majors to take one of the following: MS201, MS222, MS226. The Department also recommends that majors take one of the following: MS151, MS245.

The Economics Department participates in several other programs: 1) Africana Studies 2) Russian Studies, 3) International Studies, 4) Latin American Studies, 5) Women and Gender Studies, and 6) Environmental Science. Consult index for descriptions of these programs.

- ES101 Principles of Economics-Macro (3).** Study of the national economy, considering national aggregates such as GDP, unemployment, and inflation. Consideration of fiscal policy and monetary policy.
- ES102 Principles of Economics-Micro (3).** Study of price determination and the operation of a market and a system of markets. Consideration of various types of market structure and their impact on the economy.
- ES103 Principles of Economics -Micro/Macro (3).** This course uses an innovative strategy of introducing key economic principles by analyzing current economic issues such as environmental pollution, poverty, and international trade. For a major or minor in economics in the College of Arts and Sciences, it satisfies the Principles requirement and represents an alternative to the two-semester sequence of ES 101 and ES 102.
- ES104 Exploring Economies in Different Countries (3).** A study and comparison of several basic types of economic systems. A study and comparison of countries as examples of these different types of economy.
- ES106 Introduction to Humane Economics (3).** A more balanced view of economics than exists in the standard courses in mainstream economics. It looks at the duality of humans by adding other-interest, cooperation, caring, and compassion to the standard course emphasis on self-interest, competition, individualism, and conflict. It also emphasizes the melding of community service outside the classroom with study in the classroom.
- ES112 Current Economic Policies and Issues (3).** This course will deal with policy issues facing the nation such as the role of the government vs. the private sector in the economy, and "guns vs. butter" as national priorities. In addition, the course will expose students to writing of economists.
- ES141 Poverty and Microcredit (3).** A study of the multidimensional facets of poverty in the U.S.A. and worldwide and how poverty is manifested racially and among women. Microcredit programs catering to small entrepreneurship for poverty alleviation are analyzed.
- ES301 Intermediate Macroeconomic Theory (4).** Study of the concepts of ES101 at a higher level. A deeper investigation of the functions and relationships which underlie the theory. Three hours of lecture and one two-hour computer laboratory per week. Prerequisite: ES101 and ES102; or ES 103.
- ES302 Intermediate Microeconomic Theory (4).** Study of the concepts of ES102 at a higher level. A deeper investigation of the functions and relationships which underlie the theory. Prerequisite: ES101 and ES 102; or ES 103.
- ES303 (Fin303) Financial Institutions (3).** Nature and function of money, the banking system, the Federal Reserve System, and monetary policy. Prerequisite: ES101 and ES102.
- ES305 Economies of Russia and China (3).** A look at the historical development of the economy of Russia during the Communist and Post-Communist periods, a study of the economy of China, and an analysis of the contrasting evolution of the two economies.

- ES307 Political Economy of Southern Africa (3).** An economic view of Sub-Saharan Africa, looking at the socio-economic setting, the major problems that exist, and various proposals to remedy them. A variety of topics will be covered, such as population, employment, and desertification.
- ES325 Energy, Environment, and Economics (3).** Economic analysis applied to the U.S. and world use of energy including present and future problems of energy use, particularly its effects on the environment. Possible paths to a sustainable energy future will be explored.
- ES333 Economics of Race and Gender (3).** This course examines the causes and consequences of the differences in the economic positions of people according to race and gender. Mainstream and radical theories explaining racism and sexism in the USA and the Third World will be analyzed. Case studies will also be undertaken.
- ES340 Economics, Freedom, and Human Values (3).** This course focuses on the conceptual foundations of freedom in economics, including the notions of free individuals, free societies, and personal responsibility. A fundamental question addressed in the course is if conventional market economics has lost sight of the role of human values of trust and compassion, resulting in both an impoverished quality of life and also a less efficient and prosperous economy.
- ES342 Microcredit Workshop (1).** A study of small business development plans along with student-led community workshops on business development.
- ES351 Economics, Ethics, and Religion (3).** A look at what religions and codes of ethics in the world say about the way economies should be operated and our responsibility for establishing a sustainable system of economies in the world.
- ES364 Economic Problems of Latin America (3).** Problems of Latin American development and alternative strategies to solve these problems. Topics include: land tenure, foreign investment, foreign trade, and developmental planning.
- ES374 Introduction to Research in Economics (4).** The study and practice of the basic concepts, tools, and procedures of economic research. Involves data sources, computer operation, mathematical economics, and statistical analysis. Three hours of lecture and one two-hour computer laboratory per week. Prerequisites: ES 101 and ES 102 or ES 103; DS 280 or the equivalent. Strongly recommended: MS201, MS222, or MS228.
- ES400 Economics Internship (3).** (Pass-Fail only). Students will have the opportunity to seek an intern experience in work involving economic analysis. These students will be accepted into this course only by permission of the instructor. To qualify students must have earned at least 12 hours of credit in economics, an overall 2.5 GPA, and junior or senior status. They will be required to obtain a letter of evaluation from the supervisor of the project and to present a paper which describes their work experience and analyzes an economic problem related to this experience.
- ES401 Teaching Practicum (3).** The student joins a faculty member in one or more of the faculty member's courses to study the teaching of economics and acquire some hands-on experience. The course is reserved for upper-division economics majors who have been recommended by faculty in the department.
- ES412 Public Finance (3).** Sources, uses, and effects of various revenues and expenditures of local, state, and national governments. Prerequisites: ES101 and ES102; or ES 103.
- ES424 International Economics (3).** Theory of international trade, commercial policies, balance of payments, international monetary arrangements, and interaction of domestic and foreign economies. Prerequisites: ES101 and ES102 or ES 103 or permission of the instructor.

- ES475 Econometrics (4).** A comprehensive introduction to econometrics. The subject is a social science discipline in which the tools of mathematics, economic theory, and statistical inferences are applied to the analysis of economic phenomena. Prerequisites: ES 101 and ES 102 or ES 103; DS 280; ES 374 or equivalents.
- ES485,486 Independent Study (3,3).** For use by students in pursuing special studies not covered in regular courses.
- ES495 Senior Seminar (3).** A capstone course for economics majors.
- ES496 Seminar (3).** For use by the Department of Economics in offering special courses.
- ES498 Senior Project (4).** Primarily for senior economics majors. (Open to other interested students with substantial economics preparation.) The major activity will be to write a significant research paper. As a second activity, each student will make presentations in class.

ENGLISH

N. Barber; M. Barnes; J. Davis; A. Dehnart; W. Dickson; T. Farrell (Chair); K. Kaivola; J. Khader; S. Miller; M. O'Neill; J. Pearson; M. Pollock; G. Radley; M. Raymond; L. Snook; J. Witek; T. Witek

Professors, editors, museum directors, lawyers, creative writers, advertising executives, and many others in equally challenging fields have earned undergraduate and graduate degrees from Stetson's Department of English. English majors strengthen their writing and critical thinking skills as they learn to appreciate the persuasive power and aesthetic pleasures of language. They can survey literature from the earliest works to the most recent, they may take courses in which they write poems or screenplays, and they may choose to intern in places ranging from television studios to high-school classrooms. As seniors, all majors undertake significant research on topics of their own choosing.

Bachelor of Arts

Requirements for the major consist of a combination of specific courses and distributional options. Satisfaction of the First-Year English requirement must be completed during the first semesters in residence and is prerequisite to all other English courses. To accommodate student needs and interests, the distributional options provide great flexibility in both level and content.

For students who seek a major in English but are planning a professional career in law, business, or other areas, the Department can recommend curricular plans which may be helpful in selecting courses other than those in English. Additionally, the Department supervises the Humanities major, an interdisciplinary degree, as well as the Sullivan Creative Writing Program (described below). For further information, contact the Chair of the English Department.

B.A. in English

- I. GENERAL EDUCATION REQUIREMENTS
The student must complete the General Education requirements for the College of Arts and Sciences for the Bachelor of Arts degree.
- II. LOWER-DIVISION MAJOR REQUIREMENTS
Credit Hours
EH 2213
- III. UPPER-DIVISION MAJOR REQUIREMENTS
EH 4994
- IV. OTHER
One course or an approved substitute from each of the following three categories:
EH 211, 301, 302, 304, 312 or
EHCW 313, 314, 315, 3163
EH 441, 442, or 4433
EH 305, 451, 452, 453, 4543
.....9

One course from three of the following categories	
EH 306	3
EH 361, 362 or 363	3
EH 421 or 422	3
EH 431	3
EH 461	3
EH 471	3
.....	9

Six elective credits in English, only three of which may be in courses at the 200-level.

Nine hours in courses designated as seminars by the department. Each semester the Department will designate three courses numbered 421-471 as seminars. Seminars may also fulfill the other requirements described above.

Total hours required for the major:.....31

B.A. in English-Secondary Education

I. GENERAL EDUCATION REQUIREMENTS
The student must complete the General Education requirements for the College of Arts and Sciences for the Bachelor of Arts degree.

II. LOWER-DIVISION MAJOR REQUIREMENTS
EH221 3

III. UPPER-DIVISION MAJOR REQUIREMENTS
EH301 OR 302 3
EH331 3
EH361 3
EH362 3
EH363 3
EH441, 442, or 443 3
EH499 4
Total upper-division hours 22

IV. OTHER
One course from two of the following Categories

EH 211, 301, 304, or 312,
EHCW 313, 314,315, 316 3
EH305 or 306 3
EH421 or 422 3
EH431 3
EH452 3
EH471 3
6

Three elective credits in English.

Six hours in courses designated as seminars by the department. Each semester the department will designate three courses numbered 421-471 as seminars. Seminars may also fulfill the other requirements described above.

Total other hours:9

Total hours required for the major: 34

Minor in English

I. LOWER-DIVISION REQUIREMENTS
EH221 3

II. UPPER-DIVISION REQUIREMENTS
A course designated as a seminar 3

III. OTHER
EH211, 301, 302, 304, 312, or
EHCW 311, 313, 314, 315, 316..... 3
Twelve elective credits in English12

Total hours required for the minor:21

Bachelor of Arts with Teaching Certification

Students interested in an English major with secondary teaching certification, and entering their first year of college after July 1, 2001, must meet state-mandated requirements in general education and professional study. Please see the Teacher Education section of the *Bulletin* and consult as soon as possible with an adviser in the Department of Teacher Education.

For information regarding graduate programs in English, see the section “Graduate Programs/Arts and Sciences.”

Course Offerings

First-Year English Sequence (EH111, EH121, EH131): Students are required to pass six hours from the First-Year English sequence (EH111, EH121, EH131) in their first semesters of residence. While some practice with oral communication is involved, these are primarily writing courses. Each of the courses requires that students write cumulatively at least 6,000 words, but they differ considerably in focus and sophistication. EH111 competency is prerequisite to EH121, and EH121 is prerequisite to EH131; none counts toward an English major.

EH111 College Writing (3). The course emphasizes shorter units of composition and includes significant attention to such matters as grammar, punctuation, usage, spelling, and mechanics.

EH121 Research and Argumentation (3). The course emphasizes defining audience and purpose with greater precision, and developing appropriate strategies of argument. Required forms include a documented research paper of significant length.

EH131 Analytical Reading and Writing (3). The course emphasizes writing which derives from close analytical reading of literature and other texts. It requires that students analyze texts, formulate theses, and develop effective supporting arguments.

EH201 Readings in Literature (3). A lecture/discussion course for non-majors. Readings will be defined by such categories as theme (“The Antihero”), genre (“Detective Fiction”), or region (“Caribbean Literature”).

EH211 Intermediate Expository Writing (3). Provides guidance and practice in the effective writing of prose and in the analysis of prose models. Emphases include observing commonly

accepted standards of grammar and usage; analyzing prose models according to outlook, style, audience, mode, and organization; and applying varied rhetorical strategies in writing.

- EH221 Introduction to Literary Studies (3).** A lecture/discussion foundations course; required for the major and minor. The course aims to familiarize the student with the concepts and general approaches of literary criticism: to advance abilities in reading, interpreting, and writing about literary texts; and to introduce the tools of literary research and the library paper.
- EH301 College Grammar (3).** A study of traditional English grammar, emphasizing analysis of syntax and incorporating as appropriate insights from structural, transformational, and other modern schools. Required for certification to teach unless History of the Language, EH302, is substituted. Offered only in the spring semester.
- EH302 History of the Language (3).** An historical examination of the development of present-day English with particular attention to phonology, morphology, lexis, and language attitudes. The Old, Middle, and Modern English periods and English as a World Language are covered. Can be substituted for EH301 by those seeking certification to teach.
- EH304 Special Topic in Writing (3).** Focuses on a particular kind of advanced expository, argumentative, non-fictional or mixed genre writing. Courses like "Nature Writing," "Technical Writing," and "The Personal Essay" will be offered under this rubric.
- EH305 Special Topic (3).** A topic chosen each year, varying among ethnic literatures, multicultural literatures, women's literature, gender issues in literature, and popular literature.
- EH306 Special Topic (3).** A topic chosen each year, varying among author study, period study, genre study, or theme study.
- EH312 Journalism (3).** Introduces the procedures for gathering, reporting, and editing news stories. Emphasis is on mastery of journalistic style in writing headlines, leads, and hard news and feature articles. Recommended for those wishing to work with student publications.

Enrollment in courses numbered 321-499 requires completion of EH221 or permission of the instructor.

- EH321 (FL300) Literature in Translation (3).** A lecture/discussion class on works mainly from French, German, Spanish, and Russian literature. Various genres and periods may be covered.
- EH331 Special Methods in Middle and High School English (3).** Required for those seeking certification to teach high school or middle school English. It should be taken after EN245 and EN255, and immediately before the fall semester internship. Offered only in the spring semester.
- EH361 Survey of British Literature I (3).** A survey of major authors and representative works in British Literature from Old English through Alexander Pope.
- EH362 Survey of British Literature II (3).** A survey of major authors and representative works in British Literature from the eighteenth century to the late twentieth century. Includes some attention to British ethnic literatures.
- EH363 Survey of American Literature (3).** A survey of American Literature from the beginnings to the late twentieth century. Includes some attention to American Ethnic Literatures.

400-level courses will be taught either as seminars or as lecture/discussion sections. The class schedule will indicate which structure is being used in any given semester.

- EH421 Author Studies (3).** Focuses on the work of a single author (such as Chaucer or James Joyce) or a group of closely connected authors (such as John Dryden and Aphra Behn or the Brontës).
- EH422 Shakespeare (3).** A study of a selection of Shakespeare's plays. Some attention is given to questions of biography, theatrical production, and textual problems, but the primary focus is analysis and interpretation of the plays. Shakespeare's non-dramatic works, particularly the sonnets, may be included in the readings and discussions. Films frequently supplement lectures and discussions.
- EH431 Period Studies (3).** Focuses on literature from a single historical or literary-historical era. Examples might include Modernism or Renaissance Literature.
- EH441 History of Theory and Criticism (3).** Focuses on Western ideas about the writing, reading, and interpretation of literary texts. Typically the course will provide a historical overview from the ancient Greeks to the present, and it will include attention to theory and criticism of ethnic literatures and problems of canon formation.
- EH442 Issues in Theory and Criticism (3).** Focuses on a single issue or movement in literary theory and criticism. Examples might include Cultural Studies, the construction of the canon, or Formalism.
- EH443 History and Theory of Rhetoric (3).** Focuses on Western rhetorical history and theory, moving from classical through Romantic to modern eras. Course examines contributions made by major figures (such as Plato, Coleridge, Nietzsche, and Cixous) and issues of authority in discourse.
- EH451 American Ethnic Literatures (3).** Focuses on the issues, history, and aesthetics of one or more American ethnic literature. Examples might include African-American, Native American, or Asian-American literature.
- EH452 Women and Gender Issues (3).** Focuses on women and gender issues. Examples might include "Women's Poetry," "The American Male," or "Race and Gender in American Fiction."
- EH453 Popular Literature (3).** Focuses on any variety of issues in literature and popular culture. Sample topics might include popular literary forms such as Science Fiction or Romance novels. Writers and Writing in Popular Culture, or Critical Approaches to Popular Media.
- EH454 Post-Colonial Literature (3).** Focuses on the literatures in English that reflect or respond to a history of colonization. Examples might include Literature of the African diaspora, Caribbean Literature, or The Colonial Experience.
- EH461 Theme Study (3).** Focuses on a single theme or topic. Examples might include Realism in Literature or The Frontier in American Literature.
- EH471 Genre Studies (3).** Focuses on a particular genre. Examples might include such topics as Tragedy or Slave Narratives.
- EH485, 486 Independent Study (3).**
- EH499 Senior Project Colloquium (4).** Provides a review of and further grounding in the methods, materials, and critical approaches appropriate for advanced literary research, culminating in a substantial written project. Students will pursue in-depth study of a literary topic, discuss typical problems in their writing and research, and participate in groups to read and discuss work in progress. Includes both written and oral presentation of projects. Offered fall and spring semesters but not in summer. Seniors with advanced standing are encouraged to take the course in the fall.

Sullivan Creative Writing Program

The Sullivan Creative Writing Program supports the English Department's offerings in Fiction, Poetry, and Dramatic Writing, as well as scholarships, student prizes, visiting writers, and subventions. A minor in Creative Writing is available to all students through the Department of English. Requirements for the minor are slightly different for those with a major in English.

Minor in Creative Writing

I. LOWER-DIVISION REQUIREMENTS	One upper division course in literature3
EH221: Introduction to Literary Studies3	Three courses from the following group:9
II. UPPER-DIVISION REQUIREMENTS	EHCW 311, 313, 314, 315, 316
EH471: Genre Studies3	One course from the following group:3
III. OTHER	EHCW 317, 318
	Total21

Minor in Creative Writing (English majors)

I. Students majoring in English may not count EH 471 or any EHCW courses towards the major	Two courses from the following group:6
II. UPPER-DIVISION REQUIREMENTS	EHCW 317*, 318*
EH4713	Total18
III. OTHER	*EH317 and EH318 may be taken more than once.
Three courses from the following group:9	
EHCW 311, 313, 314, 315, 316	

Course Offerings

- EHCW311 Creative Non-Fiction (3).** A workshop in various non-fiction prose techniques using a variety of transactional, expressive, and poetic modes. Permission of instructor required.
- EHCW313 Fiction (3).** A genre-specific creative writing workshop in which students develop their skills in fiction. Permission of instructor required.
- EHCW314 Poetry Workshop (3).** A genre-specific creative writing workshop in which students develop their skills in poetry. Permission of instructor required.
- EHCW315 Dramatic Writing (3).** A genre-specific creative writing workshop in which students develop their skills in playwriting/screenwriting. Permission of instructor required.
- EHCW316 Multi-Genre Creative Writing (3).** A workshop in which students develop their skills in such genre as poetry, fiction, and other non-expository writing. Permission of instructor required.
- EHCW317 Advanced Creative Writing (3).** A genre-specific advanced course for students who have already completed one course in that genre. Permission of instructor required.
- EHCW318 Advanced Open-Genre Workshop (3).** For students who have already completed two courses in a genre. This prerequisite may be met either by two courses in a single genre (Poetry, Fiction, Dramatic Writing, Creative non-Fiction) or by one genre specific course and EHCW 316. Designed to help advanced creative writers develop a sustained body of work or one individual project, the course will also address contemporary issues in creative writing and questions about professional activity.

ENVIRONMENTAL SCIENCE

Environmental Science is a multidisciplinary program offering a major or minor to students who wish to investigate ways that humans interact with the natural environment. Those who wish to study environmental issues from a natural science perspective will prefer to pursue the B.S. degree, a course of study emphasizing nature conservation. Those wishing to apply social science perspectives to environmental issues will prefer the B. A. degree program, which addresses issues of environmental policy and advocacy. At Stetson, key disciplines within the Environmental Science program include biology and geography, but additional environmental courses are offered in American studies, chemistry, economics, geology, political science, sociology, and religious studies. Majors may also pursue summer or semester coursework through the Marine Science Center run by Duke University (see the description under the Biology Department listing).

Bachelor of Science

I. GENERAL EDUCATION REQUIREMENTS	
The student must complete the General Education requirements for the College of Arts and Sciences B.S. degree. Many of these requirements may be met with courses that focus on environmental themes.	
II. LOWER-DIVISION REQUIREMENTS	
	Credit Hours
BY102	4
BY203	3
BY204	4
CY101	4
CY102	4
ESS101	4
ESS201	3
GLY101	4
Total lower-division hours	32

III. UPPER-DIVISION REQUIREMENTS	
AS452 or GY315 or PE316 or SY315	3
BY405	4
ESS370	3
ESS497	2-3
ESS498	3
GY312	3
GY405 or BY305 or BY444	3-4
Total upper-division hours	21-23
Total hours required in the major: 51-53	
IV. ELECTIVES: Hours to total a minimum of 120.	

Bachelor of Arts

I. GENERAL EDUCATION REQUIREMENTS	
The student must complete the General Education requirements for the College of Arts and Sciences for the Bachelor of Arts Degree.	
II. LOWER-DIVISION REQUIREMENTS	
	Credit Hours
CY101 or CY151/152	4
ESS101	4
AS154	3
Total lower-division hours	11
III. UPPER-DIVISION REQUIREMENTS	
ESS370	3
ESS497	1-3
ESS498	3
GY312	3
GY315	3
PE316	3
Total upper-division hours	16-18
IV. OTHER	
Three courses chosen in consultation with your	

adviser dealing with environmental issues that are approved by the Environmental Science Committee. Regularly offered courses that qualify are listed below.

AS452.....Environmental History and Culture
BY305.....Flora of Florida
BY405.....General Ecology
ESS201.....Environmental Field Methods
ESS325.....Energy, Environment, and Economics
GY310.....The World's Population
GY405.....Biogeography
REL352.....Ecology and Ethics
SY315.....Population, Society, and Environment

Other courses may be added to this list as they are approved by the environmental science committee.

Total hours required for the major:	36-38
V. ELECTIVES: Hours to total a minimum of 120.	

Minor in Environmental Science

I. LOWER-DIVISION MINOR REQUIREMENTS

ESS101	4
	<u>4</u>

II. OTHER

At least one of the following courses:

Biology 305	4
Biology 312	4
Biology 405	4
Chemistry 153	4
Geology 101	4
Physics 153	4
	<u>4</u>

At least two of the following courses:

American Studies 452	3
Economics 325	3
Environmental Science 201	3

Environmental Science 370	3
Geography 310	3
Geography 312	3
Geography 315	3
Geography 405	3
Political Science 316	3
Religious Studies 352	3
Sociology 315	3
	<u>6</u>

One additional course from either
of the above course lists.3-4

Total hours for required for the minor:17-18

Other courses may be added to the lists of electives
as they are approved by the Environmental
Science Committee.

Course Offerings

ESS101 Introduction to Environmental Science (4). The foundation course for all environmental science majors (BA/BS) and minors. Three hours lecture plus three hours laboratory every week. Topics include conservation, biomes, environmental management and landscape ecology. Laboratory component includes some outdoor fieldwork.

ESS201 Environmental Field Methods (3). This survey class introduces ESS majors and minors to a broad variety of field techniques, including methods and quantitative analysis of field results. Topics include field sampling, environmental measurement, and analytical mapping techniques. Emphasis is on a field experience in local natural settings.

ESS370 Environmental Science Internship (3). Students explore environmental science in an applied setting, working with a professional outside Stetson. Internships are available in various fields (biology, political science, etc.) and settings (DeLand, Orlando, international, etc.). Any faculty member teaching in the ESS program may agree to supervise an internship. The structure of the internship is determined by the instructor. **Prerequisite:** permission of the instructor. Offered pass/fail only.

ESS390 Special Topic in Environmental Science (3). Course focuses on a contemporary issue or applied problem relevant to environmental science.

ESS470 Environmental Management (3 credits) – P/F basis This applied internship course is designed for those majors pursuing further professional and practical experience with a local agency involved in environmental management and natural resource conservation. **Prerequisites:** ESS370 (3) and permission of Environmental Science Program Coordinator.

ESS497 Senior Project Proposal (2-3). Student satisfies the senior research requirement by completing the senior research course sequence offered in American studies, biology, economics, geography, political science or sociology.

ESS498 Senior Project (3). Student satisfies the senior research requirement by completing the senior research course sequence offered in American studies, biology, economics, geography, political science or sociology.

GEOGRAPHY

B. Bradford (Chair)

The study of the earth's physical and cultural diversity and the interaction between these two areas of investigation is the focus of geography. A major in geography is designed to provide a global-spatial perspective about our rapidly changing world and essential environmental and human problems that it will face in the future. The geography program, the oldest in Florida, emphasizes personalized training for students who plan to go on to advanced study, to professional schools, or to jobs in the field.

Students have access to advanced computing facilities with computer mapping capabilities, Geographic Information Systems and satellite image processing applications. Students carry out field studies as an integral part of several courses. Intriguing opportunities for fieldwork in geography are found nearby. They include the Canaveral National Seashore, the I-4 corridor, the Lake Woodruff National Wildlife Refuge, several artesian springs, and an extensive estuary region in East Central Florida.

Bachelor of Arts

I. GENERAL EDUCATION REQUIREMENTS		III. UPPER-DIVISION MAJOR REQUIREMENTS	
The student must complete the General Education requirements for the College of Arts and Sciences for the Bachelor of Arts degree.		GY497.....	2
		GY498.....	3
		Total upper-division hours.....	5
II. LOWER-DIVISION MAJOR REQUIREMENTS		IV. OTHER	
Credit Hours		Other geography courses.....	
ESS101.....	4		
GY101.....	3		
Total lower-division hours.....	7	Total hours required in the major: 32	
		V. ELECTIVES: Hours to total a minimum of 120.	

Bachelor of Science

I. GENERAL EDUCATION REQUIREMENTS		III. UPPER-DIVISION MAJOR REQUIREMENTS	
The student must complete the General Education requirements for the Bachelor of Science degree. Geology 101 must be included in these requirements.		GY497.....	2
		GY498.....	3
		Total upper-division hours.....	5
II. LOWER-DIVISION MAJOR REQUIREMENTS		IV. OTHER	
Credit Hours		Other geography courses.....	
ESS101.....	4		
GY101.....	3		
Total lower-division hours.....	7	Total hours required for the major: 32	
		V. ELECTIVES: Hours to total a minimum of 120.	

Minor in Geography

I. LOWER-DIVISION REQUIREMENTS FOR THE MINOR			
ESS101.....	4	GY314.....	3
GY101.....	3	GY315.....	3
	7	GY396.....	3
II. UPPER-DIVISION REQUIREMENTS FOR THE MINOR		GY400.....	3
A combination of the following to total a minimum of 9 hours:		GY405.....	3
GY307.....	3	GY410.....	3
GY310.....	3	GY412.....	3
GY312.....	3	GY485.....	3
		GY486.....	3
			9
		Total hours required for the minor: 16	

Course Offerings

- GY101 Cultural Landscapes of the World (3).** An introduction to concepts and principles that are essential to an understanding of the evolving spatial patterns of the cultural landscape of the earth.
- GY307 Russia in the Modern World (3).** Emphasis is placed on the evolving nature of the cultural landscapes and peoples of Russia and those regions which were formerly part of the Russian empire or the USSR. The role of human-environmental interaction in these regions is also examined.
- GY310 The World's Population (3).** A study of the spatial structure of the population of the developed and underdeveloped worlds, population movements, differentials in population structure among places, and current and future problems in the relationship between population and resources at a global scale.
- GY312 Geographic Information Science (3).** An introduction to the various geographic technologies and approaches used to answer and address environmental questions and problems. Learners use GIS, remote sensing, and surveying instruments as part of class. The class also emphasizes the integration of ground-based survey and interview data into larger scale analyses. Lab exercises emphasize the use of ArcGIS8.3.
- GY314 Latin America in the Modern World (3).** Regional survey of Latin America with emphasis on how the cultural and physical landscapes vary throughout the region.
- GY315 Environment and Development (3).** A specialized course on Third World Development, and the natural environments, with a social science perspective. Topics include colonialism, underdevelopment, social movements, political ecology. An international context is stressed.
- GY396 Special Topics in Geography (3).** Intensive study of selected topics related to the field of geography.
- GY400 Geography Internship (3).** The student is provided an opportunity to seek out an intern experience in some applied aspect of geography. Typically, the intern will be involved with a hands-on experience relating to geographic information science, planning, cartography or environmental topics, but other areas of emphasis are possible. A student will be accepted into the course by written permission only, and must be a junior or senior, have at least 9 hours of geography and an overall 2.5 GPA. Course evaluation criteria will be established prior to the internship by the faculty member directing the internship. A letter of evaluation of the student's participation may also be asked of the internship supervisor. Offered pass/fail only.
- GY405 Biogeography (3).** Examines the distribution patterns of plants and animals and the environmental and cultural influences responsible for them during the quaternary period (the last two million years). Emphasis is on natural plant communities and the impact of humans on them. Prerequisite: ESS101, or BY101 or BY102 or BY152, or consent of instructor.
- GY410 Modern Urban America (3).** An analysis of the evolution of the modern urban landscape in North America, with particular emphasis on the changes in architecture, technology, planning and society during the period 1880 to the present.
- GY412 Advanced Geographic Information Science Internship (3).** This internship course is designed for those majors pursuing further professional and paractical experience with a local agency involved in applied geographic information, mapping sciences and/or database management. This course is offered on a pass/fail basis. Prerequisites: GY312 (3) and permission of Environmental Science Program Coordinator.
- GY485, 486 Independent Study (3,3).** By permission.

- GY497 Senior Research Proposal (2).** Students will formalize a research proposal acceptable to departmental faculty which will then be carried out during the following semester. Offered fall semester only.
- GY498 Senior Project (3).** Students conduct an in-depth investigation of a topic as proposed in GY497. Prerequisite GY497. Offered spring semester only.
- GLY101 Physical Geology (4).** Three hours lecture and three hours laboratory per week. Analysis of the structure of the earth and the processes modifying it; minerals; rocks; plate tectonics; volcanoes; earthquakes; geologic mapping; mountains; weathering and mass wasting; groundwater; shoreline processes; streams; glaciers. Laboratory fee.

HISTORY

E. Kurlander; M. McNicholas; K. O'Keefe; K. Reiter; P. Steeves; M. Venzke (Chair)

As history majors, students gain perspective on their lives in the present by studying the experience of diverse peoples and cultures in the past. The study of history allows them to comprehend how other times and other places differ from their own; it also permits them to recognize the basic continuities that connect the experience of different peoples over time.

Offerings in the Department provide an introduction to the study of historical change and to a variety of both traditional and innovative techniques of historical investigation. The student majoring in history should develop both a knowledge of the past and skill in the historian's craft—in short, a significant body of knowledge and powerful skills to enrich any professional career.

Bachelor of Arts

I. GENERAL EDUCATION REQUIREMENTS		IV. OTHER	
The student must complete the General Education requirements for the College of Arts and Sciences for the Bachelor of Arts degree.		Two research-intensive courses, selected from the following:	
II. LOWER-DIVISION MAJOR REQUIREMENTS		HY200, HY310, HY316,	
	Credit Hours	HY346, HY350, HY353, HY365	
HY 101 or 103	3	HY386, HY395, HY435, HY445	
HY 102 or 104	3	One course in premodern history,	
Total lower-division hours	6	selected from among the following:	
III. UPPER-DIVISION MAJOR REQUIREMENTS		HY151, HY303, HY310,	
HY 499	4	HY321, HY322, HY324, HY331,	
One course in nonwestern history,		HY343, HY351, HY352, HY427	
selected from among		Additional credit hours in history	
the following:		courses (which may not include	
HY303, HY304, HY306,		more than one	
HY307, HY308, HY317, HY319,		enrollment in HY100)	
HY328, HY344, HY386, HY389		31	
Total upper-division hours		V. ELECTIVES: Hours to total a minimum of 120.	

Minor in History

I. LOWER-DIVISION MINOR REQUIREMENTS		II. OTHER	
HY 101 or 103		Four elective history courses	
HY 102 or 104		Total hours required for the minor: 18	

Course Offerings

- HY101 Early Western Civilization (3).** A critical investigation of the development of western society from ancient Near Eastern beginnings to the 16th century.
- HY102 Modern Western Civilization (3).** The development of European society and its impact upon the rest of the world from the seventeenth century to the present. HY101 is not a prerequisite for this course.

- HY103 Early World Civilizations (3).** Survey of world history through a comparative study of the cultures and civilizations of Africa, Asia, Europe, and the Americas, from earliest times until the sixteenth century.
- HY104 Modern World Civilizations (3).** Critical investigation of world history since the fifteenth century, examining the distinctive developments of the cultures of Africa, Asia, Europe, and the Americas, and the increasing intercultural developments among them. HY103 is not a prerequisite for this course.
- HY151 American History I (3).** An examination of the main patterns and themes in American history from the age of European discovery through the Civil War and Reconstruction.
- HY152 American History II (3).** A study of the main themes in the development of the United States from the industrial age to the present.
- HY200 Seminar in History: Selected Topics (3).** Through readings and analysis about the nature of history and projects related to selected historical problems, the student is introduced to how historians organize their materials, develop historical perspectives, and express themselves.
- HY303 Islamic Civilization: to the Crusades (3).** Study of the culture and history of Islam, from its beginnings to the Mamluk slave dynasty of Egypt, including such topics as Islamic mysticism (Sufism) and the European Crusades.
- HY304 Modern Islamic Civilization (3).** Study of contemporary Islamic culture and life, and the recent history of selected areas, from North Africa to Afghanistan, through selected Islamic and western readings, including feminist.
- HY306 Latin America I (3).** This course examines the history and culture of Latin America from pre-Columbian times through the emergence of independent nation-states.
- HY307 Latin America II (3).** This course examines the contemporary history of Latin America with emphasis on the major economic, social, and cultural forces and how these forces have affected the lives of Latin Americans.
- HY308 The Far East: China (3).** Dynastic succession and cultural development of traditional Confucian China; impact of European civilization on China; twentieth century revolutions and modernization of China.
- HY310 The French Revolution, 1770-1815: the Enlightenment, Terror, and Napoleon (3).** Study of the main themes in the development of European thought, society, and politics in a pivotal period of modern European history, including the French revolution and Napoleonic wars.
- HY311 Romanticism, Revolution and Industrialization, Europe 1815-1890 (3).** Study of the main themes in the development of European economy, society, and politics from the battle of Waterloo through the fall of Bismarck, with emphasis on the expansion of Europe, industrial revolution, revolutions of 1848, and nation-building.
- HY312 Era of Conflict, Europe 1890-1945 (3).** Study of the main themes in the development of European economy, society, and politics from the fall of Bismarck through the end of World War II, with emphasis on the modernization of the economy and industrial society, Russia after the revolution, the rise of fascism, and the two world wars.
- HY313 Europe Since 1945 (3).** Study of the main themes in the development of European economy, society and politics from the end of World War II to the present with emphasis on the Cold War, decolonization, new patterns of leadership, economic transformation, and European integration.

- HY316 American Foreign Relations in the Twentieth Century (3).** An exploration and analysis of the development of American foreign relations from World War I to the present, with emphasis on ideology, economics, definitions of the national interest, and the impact of American interventions on other cultures.
- HY317 History of United States-Latin American Relations (3).** The political, economic and cultural relations between the peoples and governments of Latin America and the United States.
- HY318 American Military Experience (3).** This course examines and analyzes how American society has experienced war. Major emphasis is on the effects of industrial and technological change on warfare and the role of institutions, values, and ideology in military policy making and war making.
- HY319 Modern Vietnam: History and Culture (3).** An examination of the impact of colonialism and foreign intervention on the traditional cultures and peoples of Vietnam.
- HY320 Baseball: A Social and Cultural History (3).** This course employs America's pastime as a touchstone for examining the development of modern American culture and society, from baseball's inception to the contemporary era. Central themes include race, class, gender, modernization and industrialization.
- HY321 History of Ancient Greece (3).** A study of classical culture from earliest times in the Neolithic and Bronze Ages, with attention to city-states, colonization, empire, and Hellenization.
- HY322 History of Ancient Rome (3).** A study of Roman culture from Etruscan times, with attention to the Republic, the Empire, and fragmentation and fall.
- HY324 The Middle Ages (3).** Fall of the Roman Empire and the Germanic invasions; the rise and decline of the Frankish Kingdom and the growth of feudalism; rise of trade and urban centers; medieval monarchies of England, France, and Germany; culture of the high Middle Ages and decline after 1300.
- HY326 World War II: A Global History (3).** Nearly sixty years after it ended, the Second World War remains the greatest military conflict in history, wreaking havoc across the globe and changing the world more profoundly than any single event in modern history. This course attempts to come to terms with this incredible event in its totality, surveying the major themes and events regarding the origins, course, and repercussions of the Second World War and its global socioeconomic, political, cultural, and moral consequences.
- HY328 The Ancient Near East (3).** A study of the civilizations of Mesopotamia, Anatolia, Egypt and Persia from prehistory until the Roman conquest, with special focus on society, religion, interaction and internal politics.
- HY331 Early English History (3).** Celtic and Roman Britain; Anglo-Saxon period; Norman Conquest; rise of parliament, beginnings of common law; medieval England; the Reformation; and the Elizabethan Age.
- HY332 Modern Britain (3).** An examination of the development of modern Britain, with special attention to social and cultural trends.
- HY343 History of Russia to 1861 (3).** Development of Russian culture and state from its beginnings in medieval principalities; emergence of Muscovite autocracy; and transition to an imperial system, establishing Russia as a European power.
- HY344 History of Russia since 1861 (3).** Modern social, political and economic transformation of Russia beginning with abolition of serfdom; Russian revolutionary tradition, leading to the socialist system of the twentieth-century Soviet Union.

- HY345 Eastern Europe Since 1815 (3).** Emergence of nation-states from territories of Ottoman, Austrian, Russian, and Prussian Empires; the development of independent countries of Poland, Czechoslovakia, Hungary, Romania, Bulgaria, Yugoslavia, Albania, and Greece.
- HY346 History of Communism (3).** The evolution of Communist theory and practice from the writings of Marx and Engels to application in Russia, eastern Europe, Asia, Africa and Latin America, as well as in pluralistic political systems, such as those of western Europe.
- HY350 The Holocaust (3).** A research seminar that examines the historical literature, sources, and debates concerning the origins, course, and legacies of the Holocaust. Through the close reading and discussion of various texts, both primary and secondary, we will try to integrate Holocaust history and historiography, emphasizing the importance of change over time, politics and culture, ethics and religion, society and economy, and historical cause and effect.
- HY351 African American History: From Slavery to Freedom (3).** An exploration of the nature of racism, the experience of slavery, the role of African Americans in shaping the nation's history, and the struggle for equality from colonial times to the present.
- HY352 History of the American Indian and the Frontier (3).** Economic, social, and political developments in the light of frontier influences.
- HY353 The American Civil War (3).** An examination of the issues, events, processes and individuals shaping American history during the era of the Civil War.
- HY365 Environment and Social Collapse (3).** A survey of the interaction between various cultures in world history and their surrounding environment. The course examines the repercussions of technological and social change upon their environment. Case studies include environmental change in the Stone Age, Bronze Age Greece, Easter Island, Central America, the United States and the Soviet Union.
- HY386 Africa in the Age of Imperialism (3).** Study of the colonial experience of Africa. Special attention is given to the development of nineteenth-century imperialism and the emergence of independence movements in the twentieth century.
- HY389 Modern Middle East (3).** A study of the modern and contemporary Middle East, with focus on contemporary culture, growing fundamentalism, and such trouble areas as the Palestinian-Israeli conflict and peace process, the future of Iraq, Revolutionary Iran, and the security of the Persian Gulf.
- HY390 Special Topics (3).**
- HY394 Nazi Germany: History, Politics, and Culture (3).** Germany's turbulent history from 1914 to 1945 will be explored and will include the following: World War I, the abortive Weimar Republic and Hitler's rise, the Nazi dictatorship, its collapse in World War II, and the Holocaust.
- HY395 Modern Germany (3).** Origins in the Holy Roman Empire: growth of German nationalism and unification: the Second Empire; World War I and the Weimar Republic; the Nazi Era; Germany defeated and resurgent.
- HY396 Modern France (3).** Age of the French Revolution and Napoleon; period of the constitutional monarchy and Napoleon III's Second Empire; the Third Republic and the two world wars; the Fourth and Fifth Republics.
- HY425 Seminar: European History (3).** Advanced research in the field of the modern history of western Europe.
- HY427 The Renaissance and the Reformation, 1300 to 1600 (3).** Late Medieval Europe, the Renaissance in Italy and northern Europe, the Lutheran, Calvinist, and Anglican break with Rome, the Catholic Reformation, and the wars of religion.

HY435 United States since World War II (3). A study of contemporary American history. Special attention is given to the economy, culture, society, and domestic politics.

HY445 Seminar: Russian Civilization (3). Special topics in the history of Russia.

HY485,486 Independent Study (3, 3).

HY495,496 Seminar (3, 3).

HY499 Senior Project (4). The student, in consultation with the instructor, conducts advanced research, writes a substantial paper and presents the results to the department. Offered in the fall semester. Prerequisites: two research-intensive courses.

HUMANITIES

Director: Wayne Dickson

The Humanities Program is an interdisciplinary program offering a major and a minor as well as supporting the general education needs of the University. While the Program offers courses under the HUM designation, majors and minors complete most of their work through the Humanities Division of the College of Arts and Sciences, and in some cases through the School of Music and through cultural studies offerings of other divisions and programs.

Bachelor of Arts

I. GENERAL EDUCATION REQUIREMENTS

The student must complete the General Education requirements for the College of Arts and Sciences for the Bachelor of Arts degree. Humanities 275 must be included as part of the general fine arts requirement.

II. REQUIREMENTS

A. 12 hours of interdisciplinary courses. The following courses are considered interdisciplinary: Humanities 276, 387, 397; American Studies 151, 210, and 261; Religious Studies 255; foreign language civilization courses and Latin American Studies 100. (Humanities 387 and 397 may be repeated with different content.) On approval of the program director other courses might also qualify, depending on their content.

B. 9 hours in one area of concentration.

C. 6 hours in a second area of concentration.

D. 6 hours in a third area of concentration.

One of groups B, C, or D must be in either philosophy or religion (not a combination of the two).

All majors must take one course in philosophy (other than logic), either as a humanities distributive requirement or as an area of concentration.

E. Senior Project (3 hours).

Total hours required for the major: 36

Minor in Humanities

HUM275 is required of all minors. It may be used to satisfy part of the fine arts requirement.

A. 9 hours of interdisciplinary courses.

The following courses are considered interdisciplinary: HUM 276, 387, 397; AS 151, 210, and 261; REL255, and foreign language civilization courses. (Humanities 387 and 397 may be repeated with different content.) On approval of the program director other courses might also qualify, depending on their content.

B. 6 hours in an area of concentration.

C. 6 hours of divisional electives.

Total hours required for the minor: 21

Notes for the Major and Minor

1. Area of Concentration An area of concentration can include courses in the Department of Art,

Communications, English, Modern Languages and Literatures, Philosophy, Religious Studies, and Theatre, as well as in the School of Music.

2. Eligible Courses. Requirements B and C in the major or II and III in the minor exclude introductory courses (e.g., EH 131, PY 201, REL 100), studio courses and language skills courses (e.g., FH 102). No more than one course in the area of concentration may be a course designed for non-majors.

3. List of Approved Courses. In consultation with appropriate departments, the Humanities Program director will provide a list of courses approved for the three categories of requirements: interdisciplinary courses, area of concentration, and divisional electives.

Course Offerings

- HUM275 **Approaches to Music and the Visual Arts (3).** An interdisciplinary introduction to the processes of seeing and hearing works of art. Students will explore a wide range of works in a number of disciplines in order to obtain the background and skills necessary for aesthetic understanding and appreciation. Prerequisite: Completion of the First-Year English Sequence.
- HUM276 **Literature and the Arts (3).** An interdisciplinary course which studies the relationships between the literature and arts of the Western World: Greek and Roman, Medieval, Renaissance, Classic, Romantic, Modern. Prerequisites: Completion of the First-Year English requirement.
- HUM387 **Theme Study (3).** An interdisciplinary course which explores a particular theme or idea (e.g., The Classical Tradition. Alienation, High/Low Culture). Ordinarily the theme differs each time, though a given theme might be repeated with differing content. Prerequisite: First-Year English Sequence or Honors 1.
- HUM397 **Period Study (3).** An interdisciplinary course which explores the culture of a specific period or arts movement through an analysis of art, literature, music, philosophy, etc. (e.g., The Rise of Modernism Dada/Surrealism, Americans in Paris in the 1920s). Prerequisite: First-Year English Sequence or Honors 1.
- HUM485, 486 **Independent Study (1-4).**
- HUM495 **Senior Research Project (3).**

INTEGRATIVE HEALTH SCIENCE

T. Cash; S. Hewlings; M. Skelton (Chair)

A major in Integrative Health Science (IH) prepares students for careers and graduate study in medicine, allied health, rehabilitative science, and health promotion/preventive medicine. The department offers two distinct concentrations, Health Science and Rehabilitative Studies. IH courses combine traditional classroom lecture with the practical application of concepts through a variety of laboratory, clinical and field experiences for a unique style of learning. The IH department is housed in the newly constructed Wilson Athletic Center providing students with a fully-equipped, modern learning environment. IH students participate in senior research projects that are often presented at professional regional and national conferences. IH graduates are employed in the health care industry in a variety of settings including medicine, physical therapy, occupational therapy, and cardiac rehabilitation. Other graduates have found employment in corporate and hospital affiliated wellness centers or pursued graduate study and research opportunities in health science, exercise physiology, and related fields.

Bachelor of Science in Health Science

I. GENERAL EDUCATION REQUIREMENTS		IH 411.....	4
The student must complete the General Education requirements for a Bachelor of Science degree in the College of Arts and Sciences.		IH 497.....	1
		IH 498.....	3
		Total upper-division hours	22
II. LOWER-DIVISION MAJOR REQUIREMENTS		IV. OTHER REQUIREMENTS	
Credit Hours		Biology 101	4
IH 200.....	3	Biology 102	4
IH 219.....	3	Psychology 101	3
Total lower-division hours	6	Select four courses from the following:	
III. UPPER-DIVISION MAJOR REQUIREMENTS		IH 313, IH 315, IH 321, IH 323, IH 324,	
IH 310.....	4	IH 412, IH 413, IH 415, IH 440, IH 441,	
IH 311.....	4	IH 442E, BY 301, CY 303, CY 304	—
IH 397.....	3	Total other hours.....	23-26
IH 409.....	3		

V. RECOMMENDED COURSES
 Health Science students considering careers in medicine/allied health or graduate study are strongly encouraged to take Chemistry 101 and 102 and/or Physics 101 and 102 as part of their undergraduate program.

Total hours required for the major:51-54
 VI. ELECTIVES: Hours to total a minimum of 120.

Bachelor of Science in Rehabilitative Studies

- I. GENERAL EDUCATION REQUIREMENTS:
 The student must complete the General Education requirements for a Bachelor of Science degree in the College of Arts and Sciences.
- II. LOWER-DIVISION MAJOR REQUIREMENTS

	Credit Hours
IH 219.....	3
Total lower-division hours	3
- III. UPPER-DIVISION MAJOR REQUIREMENTS

IH 310.....	4
IH 311.....	4
IH 313.....	3
IH 396.....	3
IH 409.....	3
IH 411.....	4
IH 497.....	1
IH 498.....	3
Total upper-division hours	25

- IV. OTHER REQUIREMENTS

Biology 101	4
Biology 102.....	4
Chemistry 101	4
Chemistry 102	4
Physics 101	4
Physics 102	4
Psychology 101	3

Select three courses from the following:
 IH 200, IH 315, IH 321, IH 323, IH 324,
 IH 412, IH 413, IH 440, IH 441, IH 442E,
 BY301, CY 303, CY304

Total other hours.....	36-39
Total hours required for the major:	64-67
- V. ELECTIVES: Hours to total a minimum of 120.

MINOR IN HEALTH SCIENCE

- I. LOWER-DIVISION MAJOR REQUIREMENTS

IH 200.....	3
IH 219.....	3
Total lower-division hours	6
- II. UPPER-DIVISION MAJOR REQUIREMENTS

IH 310.....	4
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- IH 311.....4
- IH 411.....4
- Total upper-division hours12
- Total hours required for the minor: 18

Course Offerings

First-year students may register only for 100 and 200 level classes.

- IH200 Introduction to Nutrition Science (3).** Provides a scientifically based introduction to nutrition and how it relates to health and disease. Designed as an introductory course in nutrition for students pursuing careers in health-related fields, students will acquire a thorough understanding of basic nutrition for their own health and wellness.
- IH219 Health and Wellness (3).** Health information and issues confronting each person and our society from the psychological, physical, and social dimensions.
- IH310 Human Anatomy & Physiology I (4).** Designed to augment and develop student's knowledge and understanding of the human body through the systemic study of structures and functions of the integumentary, skeletal, articular, muscular, and nervous systems; provides the strong foundation necessary to prepare students for curricular and clinical experiences in medicine, Allied Health, and advanced study of the human body (Biomechanics, Exercise Physiology, Pathology, Preventive Medicine). Prerequisite: 100 level Biology.
- IH311 Human Anatomy & Physiology II (4).** As the strong foundation needed to prepare students for clinical experiences in Allied Health and subsequent study of the human body, this course will study the structures and functioning of the cardiovascular, respiratory, digestive, urinary, lymphatic and endocrine systems in depth. Applications of human physiology during exercise, pharmacological intervention and disease will be examined. Prerequisite: 100 level Biology

- IH313 Basic Biomechanics (3).** Designed to develop a fundamental understanding of the anatomical, neuromuscular and biomechanical principles of human movement; application of these concepts will enable one to evaluate human performance in greater detail. Prerequisite: IH 310.
- IH315 Sport & Exercise Psychology (3).** Provides a strong base of knowledge on theory, research, and practice in sport and exercise psychology; equips students with essential information and suggestions of practical value for leadership roles in wellness/health promotion, corporate and commercial fitness, cardiac rehabilitation, sport management, and related areas.
- IH321 Care and Prevention of Sport Injuries (3).** Prevention, protection, and care of injuries and accidents occurring in sport and exercise science and athletics; the use of support methods, therapeutic aids, proper personal and field equipment. Laboratory experience provided.
- IH323 Therapeutic Modalities (3).** Study of physical agents used to combat the pain, inflammation, and symptomology associated with acute athletic injuries. Also the physiology of bodily responses to injury healing, structural design and function of physical therapy modalities, and indications and contraindications of specific modality use.
- IH324 Therapeutic Exercise (3).** Study of applied biomechanics and the strength, conditioning, and rehabilitation requirements necessary for the safe return of an injured athlete to participation. Prerequisites: IH 310 & 311.
- IH396 Internship in Rehabilitative Studies (3).** Provides opportunities to develop skills and gain practical experience within the field of Rehabilitative Studies (Physical Therapy, Occupational Therapy, Orthotics & Prosthetics, etc); provides academic credit for patient contact hours under a certified practitioner in a variety of clinical settings (private and corporate out-patient care, hospital acute and out-patient care). Prerequisite: IH 310; instructor permission for non-majors.
- IH397 Internship in Health Science (3).** Provides opportunities to develop skills and gain practical experience within a specific field of health science (Cardiac Rehabilitation, Medicine, Health Promotion/Preventive Medicine, Allied Health, Wellness/Fitness). Prerequisite: IH 310 & 311; instructor permission for non-majors.
- IH409 Research Statistics and Techniques (3).** Principles of measurement and evaluation utilized in the research process including methods and modalities of data collection, statistical concepts and analysis (central tendency, variability, normal distribution, probability, correlation, t-test, ANOVA, etc.) and data interpretation. Open to majors only.
- IH411 Exercise Physiology (4).** Study of the physiological responses of the human body to the demands of exercise and the effects of exercise training on the human body; supporting topics include principles of exercise testing, assessment, and prescription, preventive medicine, nutrition, and ergogenic aids. Prerequisite: IH 311.
- IH412 Laboratory Techniques in Exercise Physiology (3).** Students learn how to perform a myriad of health assessments, perform exercise testing, devise basic exercise prescriptions, learn the technicalities of intricate physiological measurements in accordance with the most current guidelines for these procedures. This course offers a partial internship in Stetson's Lifestyle Appraisal Program in which experience is gained in these techniques with community clientele. Lab hours are required for this intern experience. Prerequisite: IH 310, IH 311.
- IH413 Sport Nutrition (3).** Introduces basic concepts of Sport Nutrition in order to integrate knowledge of exercise science and nutrition into practical applications for active individuals. Prerequisite IH 200.

- IH440 Special Topics (3).** A lecture/discussion course designed to enhance the curriculum by allowing students an opportunity to gain knowledge and understanding in a specialized topic within their field of study such as Principles of Strength & Conditioning, Exercise & Aging, and Advanced Exercise Physiology. Prerequisites may apply.
- IH441 Medical Terminology (3).** Introductory course for students pursuing careers that require an understanding of medical terms such as physical therapy, athletic training, EMT, rehabilitative services, medicine, medical technology, and pharmacy. Prerequisite: BY102, or IH 310 & 311.
- IH442 Ethical Issues in Healthcare (3).** This course will address and investigate the moral issues facing health care practitioners from a philosophical point of view by presenting an array of ethical theories that can be used to analyze both general issues and particular cases. It is designed to introduce students to current ethical dilemmas in the health care field and to develop their ability to think critically about these issues. Issues concerning the rights of patients, maternal-fetal conflicts including abortion, euthanasia, stem cell research, genetic engineering, human and animal experimentation, and the right to health care will be discussed.
- IH497 Senior Research Proposal (1).** Preparatory course for Senior Research; students will identify a topic in a selected field of study, prepare a review of pertinent literature, formulate a research question, and propose an experimental design. Prerequisite: IH 409; open to majors only.
- IH498 Senior Research Project (3).** Students will demonstrate competency in the research process by conducting a study in their field of expertise, writing a paper, and presenting their research in a senior forum. Prerequisite: IH 497; open to majors only.

INTERNATIONAL STUDIES

Director: W. Bailey

This interdisciplinary program builds on Stetson's strength in international and language study and study abroad. Students have the opportunity to design programs of study that address global issues or perspectives of special interest to them.

Bachelor of Arts

- I. GENERAL EDUCATION REQUIREMENTS
The student must complete the General Education requirements for the College of Arts and Sciences for the Bachelor of Arts degree. Many of these requirements may be met with courses that focus on international themes.
- II. LOWER-DIVISION REQUIREMENTS

	Credit Hours
ES103 Principles of Economics-Micro/Macro.....	3
GY101 Cultural Landscapes of the World.....	3
Total lower-division hours	6
- III. UPPER-DIVISION REQUIREMENTS

PE301 International Relations.....	3
ES424 International Economics3	
2 history courses with major international focus	6
Senior Project (directed by chosen faculty member)	3
Total upper-division hours	15
- IV. OTHER
Modern language study requirement:
A. 2 courses at the 200/300/400-level and one semester Study Abroad in one of Stetson's foreign language centers, OR
B. 4 courses at the 300/400-level12
C. 1 of the following methods courses (ES374; ES475; HY200; PE325; PSY205; PSY322; SY430; SY440)3
A concentration of 4 courses in one of Stetson's area studies programs, a second modern language, or any other approved academic department. With the approval of the Program Director and contingent on course availability, regions outside established area studies programs may be selected for specialization. At least 9 of the 12 hours must be taken in the departments of the Social Science Division and must be in 300-400-level courses. Subject to these conditions, a course may satisfy both the language and area studyrequirements. ..12
Total hours required in the major: 48
- V. ELECTIVES: Hours to total a minimum of 120.

Minor in International Studies

The minor in International Studies will provide an international dimension to almost any discipline of study. For example, this program in contemporary international studies will complement major programs in pre-law, social science, modern languages and literatures, education, and humanities. Students in the School of Business Administration who desire a foundation for international business will find this an ideal complement to a major in general business, finance, management, or marketing. The minor requires at least 18 hours in three sections-core, international elective, and country or area elective.

I. LOWER-DIVISION REQUIREMENTS	Any one of the following courses
GY1013	ES364, HY104
II. UPPER-DIVISION REQUIREMENTS	ES305, ES307
PE3013	HY346
III. OTHER	HY389
200-, 300- or 400-level	HY395
modern language3	GY307, HY425
Any two of the following	HY307, PE235
courses provided that each	HY308, PE304
is from a different department	HY313, PE340
ES104, ES424	HY332, PE145
HY316	HY344, PE346
GY310, PE451	Or approved 300- or 400-level Study
PE3536	Abroad or Year Abroad course:3
	Total hours required for the minor:18

LATIN AMERICAN STUDIES

M.Aldana; A. Hallum; I. Mankin; K. McCoy; W. Nylen; J. Schorr; R. Sitler (Director); R. Wood

Latin American studies at Stetson University is a multi-disciplinary program that encourages students to learn more about the importance of the region's social, cultural, political, and economic systems. The major is particularly valuable for students planning to live and work in Florida or other states with strong Hispanic ties. Latin America is an area of growing importance to the United States, and Florida is a primary gateway to the region.

Courses in Latin American studies are taught by specialists from the departments of Economics, Modern Languages and Literatures, History, Political Science, Sociology, and Theatre Arts. Off-campus programs in Latin America are available to our students; recent University trips have included study and internship opportunities in Guatemala, Peru, Mexico, Belize, Argentina, Brazil, Uruguay, Ecuador, and Puerto Rico. The Latin American Studies Program has a partnership with the Union of Iberoamerican Municipalities (UIM), which opens the door to a growing number of internship opportunities for Stetson students in Latin America. Stetson sponsors environmental work in Guatemala through the Alliance for International Reforestation, Inc., based on campus.

Upon declaring a Latin American studies major, students will choose as their adviser a member of the Latin American studies faculty, preferably from an area of special interest to them. This faculty member will then be responsible for assisting the individual student in selecting the suitable courses for the major, and in developing and carrying out the Senior Project.

Bachelor of Arts degree

- I. GENERAL EDUCATION REQUIREMENTS
The student must complete the General Education requirements of the College of Arts and Sciences for the Bachelor of Arts degree.
- II. LANGUAGE REQUIREMENT
SH201 Intermediate Spanish (3 hours) or equivalent proficiency
- III. LOWER-DIVISION MAJOR REQUIREMENTS

	Credit Hours
LAS100.....	3
LAS101.....	3
Minimum lower-division hours	6
- IV. UPPER-DIVISION MAJOR REQUIREMENTS
Students must include a total of at least 6 upper-division courses from lists A and B below. These courses must include offerings from at least 3 different departments.
A. Latin American courses—Students must take a minimum of 4 of the following 3-hour courses:
ES364 Economic Problems of Latin America
HY306 Latin America I
HY307 Latin America II
HY317 History of the United States—Latin American Relations
GY314 Latin America in the Modern World
LAS301 Mayan Culture
PE346 Latin American Politics
SH300 Internship in the Mexican-American Community

- SH306 Survey of Spanish American Civilization
SH311 Constructing Identities in Spanish American Literature
SH415 Spanish American Genre/Period Study
SY337 Sociology of Developing Societies
B. Courses with some Latin American content—Students may apply up to two of the following 3-hour courses towards the major:
ES424 International Economics
GY315 Environment and Development
PE451 Politics of International Trade and Finance
SY315 Population, Society, and Environment
SY355 Sociology of the City
LAS 498 Senior Project (4 hours)
Minimum upper-division hours: 22 (6 courses plus the Senior Project)
- V. OTHER APPROVED COURSES
Students may apply 3 credit hours to the major from special programs and course offerings approved by the Latin American Studies faculty and from the list below:
LAS103 Mentored Field Experience: Preparation
LAS104 Mentored Field Experience: Evaluation
PE145 Politics of the Developing World
Total hours required for the major: 34 hours
- VI. ELECTIVES: Hours to total a minimum of 120.

Minor in Latin American Studies

- I. LANGUAGE REQUIREMENT
SH102 Elementary Spanish II or equivalent proficiency
- II. LOWER-DIVISION MINOR REQUIREMENTS
LAS100
or
LAS101
- III. UPPER-DIVISION MINOR REQUIREMENTS
Students must include a total of at least 4 upper-division courses from lists A and B below.
A. Latin American courses—Students must take a minimum of 3 of the following 3-hour courses:
ES364 Economic Problems of Latin America
HY306 Latin America I
HY307 Latin America II
HY317 History of the United States—Latin America Relations
GY314 Latin America in the Modern World
LAS301 Mayan Culture
PE346 Latin American Politics
SH300 Internship in the Mexican-American Community

- SH306 Survey of Spanish American Civilization
SH311 Constructing Identities in Spanish American Literature
SH415 Spanish American Genre/Period Study
SY337 Sociology of Developing Societies
B. Courses with some Latin American content—Students may also apply one of the following 3-hour courses toward a minor:
ES424 International Economics
GY315 Environment and Development
PE451 Politics of International Trade and Finance
SY315 Population, Society, and Environment
SY355 Sociology of the City
- IV. OTHER APPROVED COURSES
Three credit hours can be applied to the minor from special programs and course offerings approved by the Latin American Studies faculty and from the list below:
LAS103 Mentored Field Experience: Preparation
LAS104 Mentored Field Experience: Evaluation
PE145 Politics of the Developing World
Total hours required for the minor: 15

Course Offerings

Latin American Studies

- LAS100 Introduction to Latin American Studies: Humanities (3). Attention will be given to specific areas of the art, music, dance, theater, or written literature of Latin America in including popular “high” culture.
- LAS101 Introduction to Latin American Studies: Social Sciences (3). Attention will be given to such concerns as economic development, social changes, conservation problems, political systems, etc.

- LAS103 Mentored Field Experiences: Preparation (2).** Students prepare for faculty-guided research trips to Latin America sponsored by the Hollis International Scholars Program. Prerequisite: competitive selection process in semester prior to course offering.
- LAS104 Mentored Field Experience: Evaluation (1).** Following Hollis International Scholars Program field experience, students prepare a joint presentation to the Stetson community and complete individual projects.
- LAS301 Mayan Culture (3).** This multidisciplinary course explores the world of the Maya, from its prehistoric origins through its florescence during the Classic period to the contemporary cultural revival known as the Mayan Movement. Topics include: regional history, hieroglyphic writing, calendar systems, mythology, the Popol Vuh, social conflict and contemporary lifestyles. No prerequisites.
- LAS498 Senior Project (4).**

Descriptions of other Latin American courses appear in the offerings of the individual departments.

MATHEMATICS

M. Branton; L. Coulter (Chair); H. Dansberger; E. Friedman; M. Hale; H. Pulapaka; D. Szececi

Mathematics is an intellectually vital and beautiful field of study, one which has a history of four millennia but in which new discoveries are regularly made. A bachelor's degree in mathematics, combined with a broad-based education, will offer a valuable edge—the ability to think clearly, to solve problems, to make decisions, and to communicate effectively. The department offers exciting opportunities in the application of mathematics to current fields of study, such as biology, environmental science, finance, and physics, as well as the theoretical background for further study in mathematics or the sciences. Classes are small, and extensive computer use provides students with hands-on experience.

Bachelor of Arts or Bachelor of Science

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|--|--------------|--------------|-----------------------|----|-------------|---|-------------|---|------------------------------|-----|----------------------------------|-------|--|--|-------------------|---|--|----|----------------------------------|----|--|
| <p>I. GENERAL EDUCATION REQUIREMENTS
The student must complete the General Education requirements for the College of Arts and Science for either the Bachelor of Arts or the Bachelor of Science degree.</p> <p>II. LOWER-DIVISION MAJOR REQUIREMENTS</p> <table border="0"> <tr> <td></td> <td style="text-align: right;">Credit Hours</td> </tr> <tr> <td>MS201, 202, 203</td> <td style="text-align: right;">12</td> </tr> <tr> <td>MS245</td> <td style="text-align: right;">3</td> </tr> <tr> <td>MS255</td> <td style="text-align: right;">3</td> </tr> <tr> <td>CS100 or CS101 or CS102.....</td> <td style="text-align: right;">3-5</td> </tr> <tr> <td>Total lower-division hours</td> <td style="text-align: right;">21-23</td> </tr> <tr> <td colspan="2">Mathematics majors are expected to complete these requirements during the first two years.</td> </tr> </table> <p>III. UPPER-DIVISION MAJOR REQUIREMENTS</p> <table border="0"> <tr> <td>MS497, MS498.....</td> <td style="text-align: right;">6</td> </tr> <tr> <td>6 electives at the 300 or 400 level.....</td> <td style="text-align: right;">18</td> </tr> <tr> <td>Total lower-division hours</td> <td style="text-align: right;">24</td> </tr> </table> <p>Total hours required for the major: 45-47</p> | | Credit Hours | MS201, 202, 203 | 12 | MS245 | 3 | MS255 | 3 | CS100 or CS101 or CS102..... | 3-5 | Total lower-division hours | 21-23 | Mathematics majors are expected to complete these requirements during the first two years. | | MS497, MS498..... | 6 | 6 electives at the 300 or 400 level..... | 18 | Total lower-division hours | 24 | <p>IV. ELECTIVES: Hours to total a minimum of 120. Only one independent study course may count toward the fulfillment of the mathematics requirements. The following tracks have been designed to prepare students for various careers in mathematics. The student is urged to consider following one of these tracks.</p> <p>Graduate School: MS301, MS305, MS316, MS355, MS401, MS405, MS411.</p> <p>Industry/Business: MS316, MS350, MS371, MS372, MS392, CS101, CS102.</p> <p>Operations Research: MS345, MS350, MS351, MS371, MS392, CS101, CS102.</p> <p>Actuarial Science: MS350, MS371, MS372, MS392, ES101, ES102, DS280, DS350.</p> <p>Education: MS157, MS320, MS371, MS372, PY101, EN245, EN255, EN265.</p> <p>Mathematical Finance: MS316, MS350, MS371, MS372, MS392, ATG212, FIN410.</p> <p>Mathematical Biology: MS316, MS350, MS371, MS372, MS392, BY201, BY302.</p> |
| | Credit Hours | | | | | | | | | | | | | | | | | | | | |
| MS201, 202, 203 | 12 | | | | | | | | | | | | | | | | | | | | |
| MS245 | 3 | | | | | | | | | | | | | | | | | | | | |
| MS255 | 3 | | | | | | | | | | | | | | | | | | | | |
| CS100 or CS101 or CS102..... | 3-5 | | | | | | | | | | | | | | | | | | | | |
| Total lower-division hours | 21-23 | | | | | | | | | | | | | | | | | | | | |
| Mathematics majors are expected to complete these requirements during the first two years. | | | | | | | | | | | | | | | | | | | | | |
| MS497, MS498..... | 6 | | | | | | | | | | | | | | | | | | | | |
| 6 electives at the 300 or 400 level..... | 18 | | | | | | | | | | | | | | | | | | | | |
| Total lower-division hours | 24 | | | | | | | | | | | | | | | | | | | | |

Minor in Mathematics

I. LOWER-DIVISION REQUIREMENTS	
MS201, MS202.....	8
MS245	3
MS203 or MS255	3-4
	14-15
II. OTHER REQUIREMENTS	
2 electives at the 300 or 400 level.....	6
Total hours required for the minor:	20-21

The College of Arts and Sciences requires proficiency in mathematics. The required level of proficiency can be demonstrated in any one of the following ways: taking and passing any mathematics course, transferring in credit for a similar course from another college, presenting a sufficiently high score on the math AP or IB tests, or passing a departmental examination.

Bachelor of Arts or Bachelor of Science with Teaching Certification

Students interested in a mathematics major with secondary teaching certification, and entering their first year of college after July 1, 2001, must meet state-mandated requirements in general education and professional study. Please see the Teacher Education section of the Bulletin and consult as soon as possible with an adviser in the Department of Teacher Education.

Course Offerings

- Note that MS201, MS202, MS245, MS255 or permission of the instructor are prerequisites for ALL upper-division mathematics courses.
- MS101 Precalculus (3).** This course is intended for students planning to take a calculus course. Topics include exponents, factoring, solving equations and inequalities, graphs, functions, linear and quadratic functions, exponential and logarithmic functions, and systems of linear equations.
 - MS151 Finite Mathematics (3).** An introduction to various areas of modern mathematics. Topics include matrices, graph theory, linear systems, probability, Markov processes, and statistics. Applications of the mathematics introduced are given in areas such as archaeology and communication networks.
 - MS152 Mathematical Game Theory (3).** An introduction to mathematical game theory, including combinatorial games, games of chance, and matrix games. Topics include game trees, base two arithmetic, values of games, probability, expected values, matrices, domination, and mixed and pure strategies.
 - MS153 Chaos and Fractals (3).** In this course students are guided in exploring the nature of fractal geometry and experiencing the ideas of chaos. Topics covered include the Chaos Game, dimension, iteration and asymptotic behavior, bifurcation, the Butterfly Effect, complex numbers, Julia sets, the Mandelbrot set, the collage theorem, and Newton's Method.
 - MS154 In Search of Infinity (3).** This course introduces the student to the many ways in which mathematicians address the concept of infinity. Early Pythagorean notions about infinity and irrational numbers and their gradual evolution into the real number and limit concepts by 19th century mathematicians are examined. The course then explores Cantor's groundbreaking work in set theory, in which the infinite is regarded as a completed whole, capable of precise analytic description.
 - MS155 Great Ideas in Mathematics (3).** A survey of mathematics from the Ancient Greeks to the modern day through looking at its great ideas and theorems. Topics vary, but may include the Pythagorean theorem and Euclidean geometry, number theory, Cardano's solution of the cubic, Newton's discovery of the calculus, mathematical modeling, abstraction and proof, and probability and statistics.

- MS156 Mathematics and Multiculturalism (3).** Non-Western and non-European influences played a key role in the development of many important mathematical concepts. This course traces these influences, from the earliest emergence of counting and number systems up to the Arab influence on the foundations of algebra. Topics include mathematics of the Incas, Mayans and Yoruba people; Egyptian and Babylonian mathematics; Chinese and Indian mathematics; and the mathematics of the Arabs.
- MS157 Geometry (3).** An introduction to axiomatic plane geometry. Topics include points, lines, angles, triangles, circles, and geometrical transformations. Other possible topics include solid geometry, projective geometry, hyperbolic and spherical geometry.
- MS158 Introduction to Mathematical Modeling (3).** An introduction to the mathematical techniques used to explore, model, and analyze phenomena in the biological and earth sciences. Topics include probability theory, exponential growth and decay, stochastic modeling, regression and Markov models, optimization, periodic functions, rates of change, graphical analyses, and asymptotic behavior of functions. In many instances, real data drawn from the biological and earth sciences will be used to develop, implement and analyze the models.
- MS159 Cryptology (3).** A hands-on introduction to the concepts and practice of cryptology. The mathematics, computer science, ethics, and law of cryptography and cryptanalysis are studied. Topics include confidentiality, data integrity, authentication, data encryption and decryption, ciphers, and digital signatures. Number theory, statistics and algebra are utilized throughout the course. Applications in areas such as health insurance, virtual business, and sending secure e-mail are introduced.
- MS201 Calculus I (4).** A first calculus course designed for majors in mathematics and the physical sciences. Topics include limits, continuity, differentiation, applications of derivatives, antidifferentiation, the definite integral, and the Fundamental Theorem of Calculus. Prerequisite: MS101
- MS202 Calculus II (4).** The continuation of MS201. Topics include techniques of integration, applications of integration, differential equations, sequences and series, power series, and Taylor's theorem. Prerequisite: MS201
- MS203 Multivariable Calculus (4).** Calculus of more than one variable. Topics include vectors, parametric equations, polar coordinates, partial differentiation, multiple integration, and vector fields. Prerequisite: MS202
- MS222 Calculus for the Life Sciences (4).** A one-semester calculus summary for students in the life sciences. Topics include limits, derivatives, maxima and minima, curve sketching, integrals, areas, and numerical techniques. Applications are included from a variety of fields. Prerequisite: MS101.
- MS226 Business Calculus (3).** A one-semester calculus course for business students. Topics include limits, derivatives, maxima and minima, curve sketching, integrals, and optimization techniques. Applications include marginal analysis. Prerequisite: MS101.
- MS245 Linear Algebra I (3).** An introduction to matrices and linear algebra. Topics include determinants, Gauss-Jordan elimination, vectors in Euclidean n -space, dot product, norms, linear mappings, eigenvalues and eigenvectors. Applications from such fields as archeology, demography, game theory, cryptography, and fractal geometry are introduced. Prerequisite: MS101. The continuation is MS345.
- MS255 Introduction to Logic and Proof (3).** This course prepares the student to confront the elements of advanced theoretical mathematics: to understand mathematical statements, to read and write proofs, and to appreciate the processes of mathematical creation. Topics include elementary logic, set theory, functions, relations, and induction. Prerequisite: MS201.

- MS301 Real Analysis I (3).** A rigorous approach to the concepts underlying calculus, building on the fundamental idea of the limit within the real number system. Topics include introductory topology of the real line, limits, and convergence of sequences and infinite series. The continuation is MS401.
- MS305 Abstract Algebra I (3).** An introduction to the basic algebraic structures of groups, rings, and fields. Topics include permutation groups, integers modulo n , cosets, the Lagrange theorem, group-homomorphisms, polynomial rings, and integral domains. The continuation is MS405.
- MS316 Differential Equations (3).** This course is a study of equations involving derivatives. Topics include first and second order differential equations, existence and uniqueness of solutions, separation of variables, variation of parameters, linear and non-linear systems, solution by generalized eigenvectors, phase portraits, linear approximations, potential functions, gradient and Hamiltonian systems, limit cycles and chaotic systems, and mathematical modeling with differential equations. Prerequisite: MS203.
- MS320 Number Theory (3).** This course studies elementary properties of integers including divisibility, factorization, and primality, with applications to RSA and public key cryptography. Topics include Diophantine equations, congruences, the Chinese Remainder Theorem, divisibility tests, theorems of Fermat, Wilson, and Euler, residue classes, quadratic residues, quadratic reciprocity, continued fractions, multiplicative functions, and a brief introduction to analytic number theory.
- MS345 Linear Algebra II (3).** The continuation of MS245. This course is an axiomatic theory of vector spaces. Topics include general vector spaces, inner product spaces, linear mappings, the Rank-Nullity Theorem, representations of mappings, diagonalization of mappings. Prerequisite: MS245.
- MS350 Mathematical Modeling and Computer Simulation (3).** An introduction to the development and use of mathematical models, including topics such as model construction and fitting, regression and empirical modeling, difference equations and dynamical systems, and probabilistic modeling and Monte Carlo simulation. Prerequisite: CS100 or CS101. Cross-listed as CS350.
- MS351 Operations Research (3).** An introduction to deterministic optimization. Topics include linear programming and the simplex method, the transportation problem, goal programming, network analysis, dynamic programming, and game theory.
- MS355 Topology (3).** A rigorous study of point-set topology, including topics such as open and closed sets, subspaces, continuity and convergence, separation axioms, connectedness, compactness, and product spaces.
- MS360 Graph Theory (3).** An introduction to the theory and applications of graph theory. Topics include basic graph theory, Eulerian and Hamiltonian graphs, trees, planarity, duality, graph coloring, graph algorithms, and various practical applications. Cross-listed as CS360.
- MS371 Probability (3).** An introduction to the study of randomness. Topics include discrete and continuous probability distributions, conditional probability, independence, combinatorial probability, expected value and variance, and laws of large numbers. Prerequisite: MS203.
- MS372 Statistics (3).** An introduction to statistics, including point estimation, confidence intervals and hypothesis tests. Topics include goodness of fit tests, contingency tables, linear and nonlinear regression, correlation, analysis of variance, and use of the t , F , Z and chi-squared distributions to draw inferences about means and variances of one or two populations. Emphasis on deriving the statistical tests in addition to using them to draw statistical conclusions. Prerequisite: MS371.
- MS385 Independent Study (1-3).**

- MS392 Numerical Analysis (3).** A study and analysis of common numerical methods used in applied mathematics. Topics covered include solutions of nonlinear equations by the bisection method and Newton's method, the solution of systems of linear equations by Gaussian, Gauss-Jordan, and iterative techniques, interpolation techniques including polynomials and splines, numerical differentiation and integration, and the numerical solution of differential equations. Prerequisite: CS100 or CS101. Cross-listed as CS392.
- MS395 Seminar (1-3).**
- MS401 Real Analysis II (3).** The continuation of MS301. Topics include limits of functions, continuity, mean value theorems, differentiation, the Riemann integral, and the convergence of sequences and series of functions. Prerequisite: MS301.
- MS405 Abstract Algebra II (3).** The continuation of MS305. Topics include symmetric, cyclic, normal and quotient groups, the homomorphism theorem, Sylow theory, ring theory, field theory, extension fields and Galois theory. Applications selected from number theory, coding theory, solvability by radicals, and Euclidean constructibility. Prerequisite: MS305.
- MS411 Complex Analysis (3).** A detailed study of the complex number system and complex functions. Topics include harmonic functions, complex differentiation and integration, the Cauchy integral formula, Taylor and Laurent series, residues and poles, and conformal mappings.
- MS416 Partial Differential Equations (3).** A study of partial differential equations, their solutions and application. Topics covered include Fourier series, separation of variables, boundary value problems, existence and uniqueness of solutions, and applications including the heat equation, wave equation, and Laplace's equation. Prerequisite: MS316.
- MS497 Preparation for Senior Research (3).** Students will select a mathematical topic and present a research proposal for the following semester in MS498. Students may have to do a literature search or learn computer software to facilitate the research process. The student will then present a research proposal including any preliminary results to the faculty.
- MS498 Senior Research Project (3).** Students will do a research project on the topic selected the previous semester in MS497. The students will present their results in an oral presentation, and in a final paper. Prerequisite: MS497.

MILITARY SCIENCE

Chair: SFC Kristopher Thorpe

Army ROTC, Reserve Officer's Training Corps, is a course which men and women may take, first year through seniors, and may lead to a commission as a second lieutenant in the US Army. Army ROTC enhances a student's education by providing unique leadership and management training, along with practical experiences. The curriculum is designed to be exciting, educational, and flexible enough to meet scholastic and personal goals. Classes and training include map reading, land navigation, rappelling, rifle marksmanship, patrolling, tactics, drill and ceremony, military history, ethics and military law. Students may earn twenty (20) hours of academic credit for completing four years of Army ROTC. All uniforms, most military text books, and equipment are issued to cadets at no charge.

Army Reserve Officer Training

The Army Reserve Officer Training Corps (ROTC) program provides an opportunity to acquire skills and knowledge necessary for commissioning as a second lieutenant in the US Army. The program offers both a four-year and two-year option. The two-year option allows students with at least two academic years remaining in college to meet all requirements for commissioning. The ROTC courses may be applied toward open elective requirements in degree programs.

Basic Military Science

The Basic Military Science courses are offered during the first and second years. These courses address military organization, equipment, weapons, map reading, land navigation, use of compass, rank structure, threat, communications, leadership, and physical training. The courses consist of both classroom instruction and a mandatory lab.

Advanced Military Science

The Advanced Military Science courses are normally taken during the junior and senior years. These courses specialize in small unit tactics, preparation and conduct of military training, military justice system, staff procedures, decision making and leadership, managerial concepts, problem analysis, military writing, the ethic of professional soldiers, and physical training. The courses consist of both classroom instruction and a mandatory lab. This phase requires attendance at the one-month National Advanced Leadership camp conducted at a military installation during the summer after the junior year.

Alternate Entry Program

The Alternate Entry Program provides the student who has no military experience a last opportunity to enter ROTC at the beginning of the junior year. The criteria and requisites, however, are stringent. The Professor of Military Science (PMS) holds the key to this procedure and must be contacted prior to enrollment.

Leader's Training Course

A summer training program is offered for students who will be academic juniors without previous ROTC or military training. This consists of a five-week course at Fort Knox, Kentucky during the summer after the second year. This will qualify a student for entry into the Advanced Course, thus allowing completion of all requirements for commissioning within two years. Students attending the summer camp at Fort Knox receive approximately \$600 pay.

Benefits

All contracted military science students receive a tax-free monetary allowance of \$250-400 per month, depending on year level.

Two-, three-, and four-year scholarships are available to those who qualify. Academic excellence is essential to any future career and especially in a highly technical Army. Naturally, the higher GPA and test scores, the better chance exists of being selected as a scholarship recipient. Minimum requirements are

1. US Citizenship
2. Be under 27 years of age the year of college graduation (waivers possible for prior service)
3. Meet required physical standards
4. Have a cumulative academic GPA of 2.5
5. Have an SAT score of 920 or ACT score of 19

Scholarship students benefits include up to

\$80,000—Tuition paid at the rate of \$20,000 per school year.

*\$18,000—Room and board paid at the rate of \$4,500 per year for 4- and 3-year scholarship winners.

\$13,000—Subsistence allowance paid at the rate of \$250 per month for freshmen, \$300 per month for sophomores, \$350 per month for juniors, and \$400 per month for seniors, up to ten months each school year.

\$3,600—Books paid at the rate of \$900 per year.

\$114,600—TOTAL not including uniforms and other items of military equipment that are issued at no expense to the cadet.

*As an extra incentive, Stetson University provides free room and board for incoming students who are three- and four-year scholarship winners. Free room and board for on-campus scholarship winners is provided on a case-by-case basis.

Admission to the Basic Course

Admission requirements are the following:

1. Enrollment in a baccalaureate or master's program.
2. At least seventeen years of age at time of entry but not more than twenty-seven years of age at time of graduation.
3. U.S. Citizen.

Admission to the Advanced Course

Admission requirements are the following:

1. Successful completion of the Basic Course or equivalent.
2. Successful completion of Army Physical Fitness Examination.
3. Selection by the Professor of Military Science.
4. Agreement to complete the Advanced Course requirements and serve on active duty, reserve, or National Guard duty as a commissioned officer.
5. Maintain a 2.5 overall academic GPA and a 3.0 ROTC GPA.

Students electing to enroll in ROTC and pursue a commission in the U.S. Army must take one of the courses listed in each of the disciplines shown below:

Written Communication Skills

EH111 College Writing	EH121 Research and Argumentation
EH131 Analytical Reading and Writing	EH199 Grammar Practicum
EH211 Intermediate Expository Writing	EH301 College Grammar
EH312 Journalism	EH316 Multi-Genre Creative Writing
EH317 Advanced Creative Writing	

Military History

HY316 American Diplomacy since 1914	HY318 American Military Experience
HY435 United States since World War II	

Computer Literacy

Any computer oriented course will fill the requirement.

All of the above are subject to the control of, and are administered by and under the rules and regulations of, the Department of the Army and are subject to change from time to time.

Course Offerings

Army ROTC

MY101 Basic Military Science (2). A study of the defense establishment and the organization and development of the United States Army. A study of military courtesy, discipline, customs and traditions of the service. An historical perspective of the role of the different branches of the United States Army and the role they have played in the freedom of our nations. An introduction to physical readiness training and exercises that normally include M16-A1 rifle firing, rappelling, and airmobile helicopter operations. Weekly leadership laboratories.

- MY102 Basic Military Science II (2).** A review of the customs and traditions of the service. Extensive study on the fundamentals of leadership development and the importance of understanding the principles needed for effective leadership. Continued emphasis on physical training and exercises which normally include M16-A1 rifle firing, rappelling, and airmobile helicopter operations. Weekly leadership laboratories.
- MY201 Basic Military Leadership I (2).** Fundamentals of land navigation that include map reading, terrain identification, intersection, resection and polar coordinates. A study of preventive medicine countermeasures and first-aid techniques that every leader must know. Requires mandatory physical readiness training. There are also field training exercises that normally include M16-A1 rifle firing, rappelling, and airmobile helicopter operations. Weekly leadership laboratories.
- MY202 Basic Military Leadership II (2).** The fundamentals of small unit tactics and their application in peacetime and wartime operations. Continued study of preventive medicine countermeasures and first aid techniques that every leader must know. Requires mandatory physical training and includes both lecture and leadership laboratory. Two weekend training exercises normally include M16-A1 rifle firing, rappelling, and airmobile helicopter operations.
- MY298 U.S. Army Airborne School (4).** Trains students in military parachuting techniques. There are three phases of training. During the ground phase, students learn how to do parachute landing falls and practice exiting the aircraft. During the tower phase, a team effort or "mass exit" concept replaces the individual type training of the ground phase. During the jump phase, students will complete five parachute jumps, with at least one being a night operation. The jumps are conducted at 1200 ft above ground level from flying fixed wing aircraft.

Emphasis on physical fitness through all phases of training. This course is open only to enrolled ROTC cadets who demonstrate appropriate levels of physical fitness and emotional maturity.

- MY301 Officership I (3).** A course examining the foundations of officership, the character, responsibilities, and status of being a commissioned officer. Emphasis on the warrior ethic. The course covers a wide spectrum of subjects, from training in common military skills to fostering a value system that emphasizes service to the nation, readiness to persevere in the face of obstacles, and willingness to make personal sacrifices in pursuit of the greater good. The course includes lectures, advanced leadership laboratory, physical training, and practical field training exercises. Prerequisites: Completion of basic military science (or constructive credit) and status of a contracted Army ROTC cadet.
- MY302 Officership II (3).** A continuing development of the processes that distinguish commissioned military service from other professional endeavors. The main emphasis of this class is the preparation of cadets for the six-week advanced camp they normally attend at the end of the junior year. Here their capability to conceptualize, innovate, synthesize information, and make sound decisions while under stress are evaluated. Includes advanced leadership laboratory, enhanced physical training, and practical field training exercises. Prerequisite: MY303 Officership I.
- MY401 Advanced Military Leadership I (3).** A study of military professionalism and emphasis on command and staff relationships, organizational functions and duties of various staff officers that assist in the leadership of the organization. A study of personnel and logistical systems and the role they play in helping the organization optimize operations and improve life in the Army community. Training in staff briefings is used as an introduction to military procedures. The course includes lecture, laboratory, and physical readiness training. Prerequisites: MY303 and 304 Officership I and II.
- MY402 Advanced Military Leadership II (3).** A study of ethics and professionalism in the military and the role they play in carrying out the defense policy of the United States. The fundamentals of military law, its impact on the American military society. A study of the law, its impact on the American military society, and its place in the jurisdictional process of

American society. A study of the law and warfare and its relationship to the conduct of soldiers in combat. The course includes lectures, laboratory, and physical readiness training. Prerequisite: MY401 Advanced Military Leadership I.

MODERN LANGUAGES AND LITERATURES

M. Aldana; C. Capitano; Y. Clemmen; M. Denner; D. Dysart; A. Eire; R. Ferland (Chair); I. Mankin; E. Poeter; R. Sitler; N. Vosburg

Studying a language other than English, and the culture and literature of the people who speak that language, combines personal satisfaction with career preparation. In today's globally competitive world, knowledge of a foreign language greatly enhances an individual's credentials, whether in business, government, service organizations, or education. In the Department of Modern Languages, advanced study and the Senior Project provide enriching opportunities for writing and research. Language majors have pursued topics as varied as racism in Francophone North Africa, the connection between women and nature in South American literature, and didacticism in contemporary French fairy tales. Modern language graduates have pursued a variety of endeavors, including graduate study and study or work abroad.

Majors are offered in French, German, and Spanish. Other possibilities include the following:

Double Major - Students who begin their language study at the 200 level may find it possible and desirable to combine a language major with a major in another area. The Department of Modern Languages and Literatures favors this procedure and will advise students how best to complement their language major with their other area of study, considering such objectives as the foreign service, a business career, teaching, or graduate study. The student will have the option, with the approval of both major departments, to write a senior project in only one of his or her majors or to write two separate papers, one for each major.

Study Abroad Program - Centers are maintained in France, Germany, Mexico, Russia, Hong Kong, England, and Spain. It is expected that all language majors will participate in at least one semester of the Study Abroad Program. This program is recommended also for any student who wishes to attain a high degree of language proficiency while working on a major in another field. A large range of courses is available in the foreign centers, and the program usually facilitates the obtaining of a double major. England and Hong Kong centers will not be considered as study of a foreign language.

Minor - A minor is offered in French, German, Russian, or Spanish. It consists of 15 credit hours above the 102 level in the chosen language. With the advice of the student's adviser and a professor in the planned minor, the sequence and combination of courses is determined. Any appropriate courses listed in the Stetson University Bulletin (except former winter term courses at the 100 and 200 levels) may be applied to the hours required for the minor. A modern language minor may be fully completed during one semester abroad after the student has finished 102 or met the prerequisite to participate.

There are also majors and minors in Latin American Studies, Russian Studies, and International Studies. Consult the index for descriptions.

Retro-Credit. Any student who, on the basis of the department test or interview, is placed in a 200- or 300-level course and completes this course with a grade of C or better will receive five hours credit for the 102-level of the language in question. No credit will be given if this would mean duplication of credit which the student has already received, whatever the source.

Scholarships. Consult the section on Scholarships in this Bulletin for information concerning the Corinne Lynch Scholars program for Modern Language majors. Scholarships are also available for our semester and year abroad programs. Application must be made through the Chair of the Department of Modern Languages and Literatures.

FRENCH

Bachelor of Arts

- I. GENERAL EDUCATION REQUIREMENTS
The student must complete the General Education requirements for the College of Arts and Sciences for the Bachelor of Arts degree.
- II. LOWER-DIVISION MAJOR REQUIREMENTS
Credit Hours
French 2013
French 2023
Total lower-division hours6
- III. UPPER-DIVISION MAJOR REQUIREMENTS
French 3013
French 3053
French 3093
French 3103
French 4153

French 416	3
French 483	1
French 498	3
*Department Electives in French	6
Total upper-division hours	28

*French majors who wish to be certified to teach in grades K-12 are required to take Linguistics 301 and Education 361. Both courses can be included under Department Electives.

Total hours required for the major: 34

- IV. ELECTIVES: Hours to total a minimum of 120.
It is expected that all language majors will participate in at least one semester of the Study Abroad Program.

Bachelor of Arts with Teaching Certification

Students interested in a French major with secondary teaching certification, and entering their first year of college after July 1, 2001, must meet state-mandated requirements in general education and professional study. Please see the Teacher Education section of the Bulletin and consult as soon as possible with an adviser in the Department of Teacher Education.

GERMAN

Bachelor of Arts

- I. GENERAL EDUCATION REQUIREMENTS
The student must complete the General Education requirements for the College of Arts and Sciences for the Bachelor of Arts degree.
- II. LOWER-DIVISION MAJOR REQUIREMENTS
German 2013
German 2023
Total lower-division hours6
- III. UPPER-DIVISION MAJOR REQUIREMENTS
German 3013
German 3093
German 3103
German 4093
German 4103

German 483	1
German 498	3
*Department Electives in German	9
Total upper-division hours	28

*German majors who wish to be certified to teach in grades K-12 are required to take Linguistics 301 and Education 361. Both courses can be included under Department Electives.

Total hours required in the major: 34

- IV. ELECTIVES: Hours to total a minimum of 120.
It is expected that all language majors will participate in at least one semester of the Study Abroad Program.

Bachelor of Arts with Teaching Certification

Students interested in a German major with secondary teaching certification, and entering their first year of college after July 1, 2001, must meet state-mandated requirements in general education and professional study. Please see the Teacher Education section of the Bulletin and consult as soon as possible with an adviser in the Department of Teacher Education.

SPANISH

Bachelor of Arts

I. GENERAL EDUCATION REQUIREMENTS		Spanish 414, 415, 4166
The student must complete the General Education requirements for the College of Arts and Sciences for the Bachelor of Arts degree.		* Department Electives in Spanish6
		Total upper-division28
II. LOWER-DIVISION MAJOR REQUIREMENTS		
Spanish 2013		*Spanish majors who wish to be certified to teach in grades K-12 are required to take Linguistics 301 and Education 361. Both courses can be included under Department Electives.
Spanish 2023		
Total lower-division hours6		Total hours required in the major: 34
III. UPPER-DIVISION MAJOR REQUIREMENTS		
Spanish 3013		IV. ELECTIVES: Hours to total a minimum of 120.
Spanish 305C or Spanish 306C3		It is expected that all language majors will participate in at least one semester of the Study Abroad Program.
Spanish 4831		
Spanish 4983		
Two courses from each of the following:		
Spanish 308, 310, 3116		

Bachelor of Arts with Teaching Certification

Students interested in a Spanish major with secondary teaching certification, and entering their first year of college after July 1, 2001, must meet state-mandated requirements in general education and professional study. Please see the Teacher Education section of the Bulletin and consult as soon as possible with an adviser in the Department of Teacher Education.

Course Offerings

Linguistics

- LS301 Introduction to Linguistics (3).** Introduction to the scientific study of languages. Overview of the various fields of linguistics with readings and discussions of the most important current trends in this discipline. Prerequisite: Open to all students who have satisfied the University language requirement.

Italian

- IN101 Elementary Italian (5).** For students who have had no previous Italian or no more than two years of regular high school Italian. Preference given to Music students. This course will NOT satisfy the 10-hour Modern Language requirement.

Literature in Translation

- FL300 (EH321) Foreign Literature in Translation (3).** A variety of topics will be offered under this title. The student will study works mainly from French, German, Russian, and Spanish literature. Depending upon the specific course and the instructor, various genres and periods will be covered. Cross-listed with EH321.

Teaching Methods

- EN361 Special Methods of Teaching Foreign Languages; Kindergarten - Grade 12 (4).** Theories of language learning, teaching techniques, curriculum materials, observations on and off campus, and use of instructional media in the foreign language classroom. Prerequisite: senior standing in the target language or permission of the instructor.

French

- FH101 Elementary French I (5).** For students who have had no previous French or no more than two years of regular high-school French.
- FH102 Elementary French II (5).** For students who have completed FH101 and for students who have had more than two years of regular high-school French whose placement scores indicate admission to this level.
- FH201 Intermediate French (3).** Emphasis on the development of speaking and writing skills combined with grammar review. Prerequisite: FH102 or placement by examination.

- FH202 Introduction to Readings in French (3).** Emphasis on vocabulary building and the acquisition of reading skills. Prerequisite: FH201 or permission of instructor.
- FH301 French Composition and Conversation (3).** Emphasis on developing a high level of proficiency in the writing and conversational skills. Prerequisite: FH201 or placement by examination.
- FH303 Business French (3).** Emphasis upon the vocabulary and writing skills necessary for the business world. Prerequisite: FH201.
- FH305 Survey of French Civilization (3).** A survey of the development of French music, art, architecture, and history with emphasis upon the French contribution to the Western World.
- FH309,310 Survey of French Literature (3, 3).** A survey of French literature from its beginnings through the nineteenth century. Representative works from each period are read and interpreted. For French majors or advanced students.
- FH385,485 Independent Study.**
- FH415,416 Studies in French Literature (3, 3).** Study of specific genres in French literature. Prerequisite: FH309/310 or equivalent.
- FH483 Prospectus for Senior Project (1).** Directed research including topic selection, full bibliography and detailed outline to prepare for senior project.
- FH498 Senior Project (3).** Research project in French or Francophone literature or culture developed in conjunction with adviser.
- FH329,330 Study Abroad-French (15, 15).** Students register under this number for their study abroad. After transcripts are reviewed, credit is entered for individual courses.

German

- GN101 Elementary German I (5).** For students who have had no previous German or no more than two years of regular high-school German. This course focuses on the acquisition of the basic German language skills of speaking, writing, listening and reading as well as the acquisition of basic grammatical structures. Cultural topics will be an integral part of the language learning.
- GN102 Elementary German II (5).** For students who have completed GN101. And for those who have had more than two years of regular high-school German. As a continuation of GN101, this course focuses on the further acquisition and development of basic German language skills and expanding the foundation for cultural competency toward the German countries.
- GN201 Intermediate German I (3).** Provides students the opportunity to strengthen and expand basic language skills for more diversified and complex communicative purposes. This course will focus on expanding students' active vocabulary and on strengthening skills in grammatically correct oral and written discourse. Prerequisite: GN102 or appropriate placement score.
- GN202 Intermediate German II (3).** A continuation of the structure and goals of GN201. A focus will be on expanded language acquisition through active engagement with texts from a wide spectrum of media. Prerequisite: GN201, appropriate placement score, or permission of instructor.
- GN301 Advanced Conversation and Composition (3).** Emphasis on developing an advanced level of proficiency in writing and conversational skills. This course will focus on the appropriate use of idiomatic German, as well as on variations in syntax and style. Prerequisite: GN202 or permission of instructor.

GN303 Business in Germany (3). TAUGHT IN ENGLISH. This course is open to all students. No previous German or Business courses are required. By examining German business practices from historical and social perspectives, students will acquire the cultural competency necessary to function effectively and professionally in the German business environment. For German Majors and Minors there will be a significant German language component to the course.

GN309 Introduction to German Culture (3). Taught in English. Open to all students. This course will emphasize aspects of German culture from a historical perspective. Literary and other cultural documents as well as examples in the visual arts and in music will introduce students to diverse aspects of modern Germany as it developed into a multicultural nation.

GN310 Issues in German Culture (3). This course is designed to engage students in comparative analyses of different cultural phenomena and practices in German speaking countries. Topics vary but will generally focus on a social or cultural movement, a period in German cultural history, or a social or ethnic group.

GN385,485 Independent Study.

GN409 Introduction to Literature (3). This course will introduce students to different periods, genres and themes in the history of German literature. By learning textual analysis based on a language other than their own, students should develop a critical sense of differences in style, genre, period and authors. The course highlights both historical significance and modern perspective.

GN410 Studies in German Literature (3). This course is organized around a specific theme or literary period, a genre or a selected author or group of authors in German speaking countries. It is designed to strengthen and expand students' skills in critical analysis of literary texts.

GN483 Prospectus for Senior Project (1). Preparation of topic, full bibliography and detailed outline for senior project.

GN498 Senior Project (3). Research project in German literature or culture developed in conjunction with adviser.

GN329,330 Study Abroad-German (15, 15). Students register under this number for their study abroad. After transcripts are received, credit is entered for individual courses.

Russian

RSN101 Elementary Russian I (5). For students who have had no previous Russian or no more than two years of regular high school Russian. Introduction to the alphabet, basic grammar, and vocabulary of modern Russian language.

RSN102 Elementary Russian II (5). For students who have completed RSN101 and for students who have had two or more years of high-school Russian whose placement scores indicate admission to this level.

RSN201,202 Second-year Russian (5, 5). Grammar review. Emphasis on improved listening comprehension and speaking ability.

RSN301,302 Intermediate Russian Conversation and Composition (3, 3). Emphasis on the application of grammar to written compositions. Extensive vocabulary building. Continued development of oral proficiency through individual and group discussions and presentations.

RSN305,306 Short Stories and Poetry. (3, 3). Reading in Russian literature.

RSN329,330 Study Abroad-Russian (15, 15). Students register under this number for their study abroad. After transcripts are reviewed, credit is entered for individual courses.

RSN401,402 Advanced Russian Conversation and Composition (3, 3). Provides advanced Russian students the chance to polish, advance, and diversify their skills. Focus on stylistics, syntax, and vocabulary building. Prerequisite for RSN401: RSN302 or permission of the instructor. Prerequisite for RSN402: RSN401 or permission of the instructor.

RSN485 Independent Study.

Spanish

SH101 Elementary Spanish I (5). For students who have no previous Spanish or no more than two years of regular high-school Spanish.

SH102 Elementary Spanish II (5). For students who have completed SH101 and for those who have had more than two years of regular high-school Spanish whose placement scores indicate admission to this level.

SH201 Intermediate Spanish (3). Emphasis on the development of speaking and writing skills combined with grammar review. Prerequisite: SH102 or placement by examination.

SH202 Introduction to Readings in Spanish (3). Emphasis on vocabulary building and the acquisition of reading skills. Prerequisite: SH201 or permission of instructor.

SH300 Internship in the Mexican-American Community (3). Prerequisite: written permission of instructor.

SH301 Spanish Composition (3). Emphasis on developing a high level of proficiency in the writing skills. Prerequisite: SH201 or placement by examination.

SH302 Spanish Conversation (3). Emphasis on developing a high level of proficiency in the spoken language. Prerequisite: SH201 or placement by examination. Not open to native speakers.

SH303 Business Spanish (3). Emphasis upon the vocabulary and writing skills necessary for the business world. Prerequisite: SH201.

SH305 Survey of Spanish Civilization (3). An introduction to the history and culture of Spain from prehistoric times to the present, including political and intellectual history, geography and the arts. Class is taught in Spanish, with readings in Spanish and English complemented by the use of audio-visual materials. Prerequisite: SH201 or permission of instructor.

SH306 Survey of Spanish American Civilization (3). An introduction to the history and culture of Spanish America from Pre-Columbian times to the present, including political and intellectual history, geography, and the arts. Class is taught in Spanish, with readings in Spanish and English complemented by the use of films and audio-visual materials. Prerequisite: SH201 or permission of instructor.

SH308 Topics in Hispanic Culture (3). Various special topics pertaining to the culture of the Spanish-speaking world are offered under this title. Class is taught in Spanish, with readings and/or complementary audio-visual materials in English and Spanish. Prerequisite: SH201 or permission of instructor.

SH310 Constructing Identities in Spanish Literature (3). Representative Spanish literary works from the Middle Ages to the present are studied in this course. The course stresses how identities are formed through language and culture. Readings and discussions are in Spanish. Prerequisite: SH202 or permission of instructor.

SH311 Constructing Identities in Spanish American Literature (3). Students will study important works and authors of the Spanish-speaking nations of the Western Hemisphere from the period of the conquest to the present day. Emphasis is on the formation of identities through language and culture. Readings and discussions are in Spanish. Prerequisite: SH202 or permission of instructor.

- SH298,398 Contemporary Mexico/Contemporary Spain (1-3).** Periodically, trips are sponsored to Mexico, Spain or other Spanish-speaking countries. Students study Spanish language and live in selected homes in all centers. Trips and cultural activities are organized.
- SH385,485 Independent Study.**
- SH414 Theme Study (3).** Various courses in the literature and/or cinema of Spain and/or Spanish America are offered under this title. Each course is centered on a specific theme, such as Justice, Violence, War, The Encounter, Poetic Friendships Between Spain and Spanish America, The Kitchen, Dictatorship, Exile, etc. Readings and discussions are in Spanish. Prerequisite: One of the three 300-level literature or topics courses or permission of the instructor.
- SH415 Spanish American Genre/Period Study (3).** Various courses in the literature of Spanish America are offered under this title. Offerings include the 20th Century Spanish American Novel, The Contemporary Spanish American Short Story, The Argentine Novel, Spanish American Modernist Poetry, etc. Prerequisite: One of the three 300-level literature or topics courses or permission of instructor.
- SH416 Spanish Genre/Period Study (3).** Various courses in the literature of Spain are offered under this title, such as Golden Age Drama, 19th or 20th Century Novel, Post-Civil War Narrative, and Contemporary Theater. Prerequisite: One of the three 300-level literature or topics courses or permission of instructor.
- SH483 Prospectus for Senior Project (1).** Directed research including topic selection, full bibliography and detailed outline to prepare for senior project.
- SH498 Senior Project (3).** Research project in Spanish or Latin American literature or culture developed in conjunction with adviser.
- SH329,330 Study Abroad-Spanish (15,15).** Students register under this number for their study abroad. After transcripts are received, credit is entered for individual courses.

MUSIC (LIBERAL ARTS)

Arts and Sciences Adviser: W. Dickson

Degree requirements are listed under Academic Programs, School of Music. Students who are interested in the Bachelor of Arts degree with a major in music may obtain further information from Wayne Dickson and/or the School of Music.

PHILOSOPHY

R. Hall (Chair); G. Markle; S. Peppers-Bates

Philosophy wonders about the world, that there is one and what sort of place it is; and about persons, what sort of creatures we are, how we relate to each other and how we ought to live our lives. Philosophical wonder, however, does not simply think about these important matters, it thinks them through, disciplined and guided by logical standards for clear and critical thought. In this process of critical wonder, we gain self-knowledge, knowledge of others, and most profoundly the courage to think for ourselves and to be who we are. The study of philosophy—and the love of wisdom it engenders—is thus an excellent foundation for further study and for careers in many fields, especially in higher education, law, religion, and business. More importantly, the study of philosophy helps us to develop what Socrates called “the examined life,” which for him is the only life worth living.

Major in Philosophy

I. GENERAL EDUCATION REQUIREMENTS	
The student must complete the General Education requirements for the College of Arts and Sciences for the Bachelor of Arts degree.	
II. LOWER-DIVISION REQUIREMENTS	Credit Hours
PY104 Introduction to Logic	3
PY250 History of Ancient Philosophy	3
PY260 History of Modern Philosophy	3
Total lower-division hours	9
III. UPPER-DIVISION REQUIREMENTS	
PY350 Ethics	3

PY351 Epistemology OR	
PY 352 Metaphysics	3
PY400 Department Seminar	3
PY497 Reading for Senior Project	3
PY498 Senior Project	3
Philosophy Elective	3
Philosophy Elective	3
Total upper-division hours	21
Total hours required for the Major in Philosophy	30
IV. ELECTIVES: Hours to equal a minimum of 120.	

Minor in Philosophy

I. LOWER-DIVISION REQUIREMENTS	
PY250 History of Ancient Philosophy	3
PY260 History of Modern Philosophy	3
Philosophy Elective	3
Total lower-division hours	9

II. UPPER-DIVISION REQUIREMENTS	
Philosophy Elective	3
Philosophy Elective	3
Philosophy Elective	3
Total upper-division hours	9
Total hours required for the Minor in Philosophy	18

Applied Ethics Minor in Philosophy

Ronald L. Hall (Coordinator)

PY250 History of Ancient Philosophy	
OR	
PY260 History of Modern Philosophy	3
PY 350 Ethics	3
Four courses from the following (at least two of which must be at the 300 level or higher):	
PY106 Ethical Decision Making	12
PY107 Feminist Ethics	
PY108 Environmental Ethics	
CIS351 Ethics and Technology	
CN210 Ethics in Communication	

ES351 Economics, Ethics, and Religion	
MGT409 Managerial Ethics and Decision Making	
PE316 Environmental Politics	
PE425 Contemporary Political Thought	
PSY470 Internship I: Ethical and Professional Issues in Psychology	
REL351 The Ethics of Peace and War	
REL352 Ecology and Ethics	
REL453 Frontiers in Medical Ethics	
SY375 Sociology of Health and Illness	
Total hours required for Applied Ethics Minor	18

Course Offerings

- PY101 Introduction to Philosophy (3).** An introduction to basic philosophical issues such as the nature of morality, the nature of the soul, and the meaning of life. The intent is to teach the students to think critically about such philosophical issues.
- PY104 Introduction to Logic (3).** An introduction to the principles and techniques that aid in distinguishing good arguments from bad arguments.
- PY105 (REL 105) Introduction to the Philosophy of Religion (3).** An introduction to the basic philosophical issues in religious thought.
- PY106 Ethical Decision-Making (3).** An introduction to philosophical analysis of contemporary moral problems. The course explores the relationship between “everyday morality” and the ethical theorizing of philosophers. Topics may include abortion, euthanasia, human rights, and justice.
- PY107 Feminist Ethics (3).** An introduction to feminine and feminist approaches to ethics and their critiques of traditional ethical theory, with a specific focus on such practical issues as violence against women, sexual assault, domestic violence, sexual harassment, and the global sex industry.
- PY108 Environmental Ethics (3).** An introduction to practical moral issues that arise in dealing with conflicts between human needs, desires and values, and the ecology of the natural world.

- PY250 History of Ancient Philosophy (3).** A survey of the philosophy of the Pre-Socratics, Plato and Aristotle.
- PY251 History of Medieval Philosophy (3).** A survey of philosophy from the Middle Ages to the Renaissance, with emphasis on Augustine, Aquinas, and Scotus.
- PY260 History of Modern Philosophy (3).** A survey of the works in the western philosophical tradition from Descartes and the Rationalists, through Hume and the Empiricists, to Kant.
- PY261 History of Asian Philosophy (3).** A survey of the ancient foundations and the modern developments of the major Asian philosophical traditions, notably the Indian and Chinese, and a comparison of these with the modern Western philosophical tradition.
- PY304 Great Philosophers (3).** An examination of the thought of a philosopher whose work has significantly altered or influenced the course of philosophical reflection.
- PY305 Philosophy of Mind (3).** An examination of the nature of consciousness. Topics may include contemporary theories of behaviorism, functionalism, artificial intelligence, and cognitive science.
- PY306 Philosophy of Language (3).** An examination of the role of language in shaping, limiting and expressing thought. The connection between philosophy and language and the nature of language itself will be explored through the work of contemporary philosophers.
- PY307 Social and Political Philosophy (3).** An examination of contemporary social and political issues in the light of classical and contemporary works of philosophy. Topics may include justice, freedom, property, equality, and democracy.
- PY308 Existentialism (3).** An examination of issues concerning the meaning of human existence. Sample topics may include: freedom and responsibility, anxiety and death, authenticity and alienation, the individual and society, emotions and reason, faith and God.
- PY309 Feminist Philosophy (3)** An examination of feminist philosophers' efforts to develop a perspective of their own. Discussions will focus on feminist analyses of the family, pornography, reproductive rights, violence against women, the intersection of gender, race, and class, women's oppression, the causes of that oppression, and ways of fighting it.
- PY310 Contemporary Philosophy (3).** A survey of philosophical movements and/or influential individual philosophers of the 20th and 21st centuries.
- PY313 Philosophy of Religion (3).** An examination of some of the major issues in classical and contemporary philosophy of religion, including the nature and significance of religious language, the existence and nature of God, the problem of evil, religious experience, miracles, and alternatives to theism.
- PY314 Philosophy of Education (3).** Selected topics in the philosophy of education are discussed. Topics may include Plato's and Aristotle's philosophies of education, the philosophies of education in the Hellenistic Schools, and modern philosophies of education including Dewey and Rousseau.
- PY350 Ethics (3)** An examination of the two major approaches to ethics, action-based ethical theories and virtue-based ethical theories and an examination of the nature of ethical language and ethical reasoning.
- PY351 Epistemology (3).** An examination of human knowledge with attention to recent developments and classical theories. Topics include skepticism, the justification of beliefs, rationality and truth.
- PY352 Metaphysics (3).** An examination of the classic philosophical problems concerning the nature of reality. Topics may include the nature of consciousness, causation, freedom and determinism, the nature of persons, questions of the objectivity and/or subjectivity of reality.

- PY353 Aesthetics (3).** An examination of the arts and their relation to philosophy. Topics may include theories of art and beauty, language and music; philosophy and the dramatic arts; philosophy and film; philosophy and literature.
- PY390 Topics in Philosophy (3).** Topics studied will vary and may include philosophical movements (such as pragmatism), historical periods (such as Roman and Hellenistic philosophy), and philosophical areas (such as the philosophy of law).
- PY400 Department Seminar (3, 3).** Selected topics in philosophy are discussed in a seminar format. One member of the department directs the seminar, but other members of the philosophy faculty participate. This course is required for all philosophy majors and may be repeated for credit.
- PY453 Advanced Logic (3).** A study of second order predicate calculus, mathematical logic, and on occasion, modal logic. Prerequisite: PY104.
- PY485, PY486 Independent Study (1-3), (1-3).**
- PY497 Reading for Senior Project (3).**
- PY498 Senior Project (3).** Prerequisite: PY497.

PHYSICS

G. Glander; A. Jusick; T. Lick; K. Riggs (Chair)

Physics is the study of the fundamental laws of nature governing the inner workings of everything from a baseball pitch to a black hole. The laws of nature studied by physicists form a framework upon which all the other natural sciences are built. The need to express those natural laws in mathematical language has been the driving force behind many advances in mathematics, and physics lies at the core of applied science and engineering.

The Physics Department offers a traditional Bachelor of Science degree in physics as well as several pre-engineering options (see the pre-engineering options later in this section). While the Department tailors the course of study to students' individual needs and goals, all of its majors obtain a strong foundation focusing on critical thinking, problem solving, and research. Faculty maintain open office hours, and facilities are open extended hours for majors. Research is actively encouraged, and many opportunities exist: students can work with a faculty mentor on campus during the summer or participate in one of many off-campus opportunities in both academia and industry. Students regularly present their work at professional meetings and publish papers in national journals.

A Bachelor of Science degree in physics can lead to exciting opportunities, including, but not limited to, graduate school (in physics or engineering), medical school, or teaching. Graduates are employed as faculty in universities, medical schools, and high schools; by companies such as IBM, Honeywell, and Martin Marietta; and by government agencies such as the Department of Defense and Oak Ridge National Laboratories.

Bachelor of Science

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| <ul style="list-style-type: none"> I. GENERAL EDUCATION REQUIREMENTS
The student must complete the General Education requirements for the College of Arts and Sciences for the Bachelor of Science degree. II. LOWER-DIVISION MAJOR REQUIREMENTS
Physics 201 and 20210 credits
Mathematics 201, 202, and 20312 credits
Total lower-division hours:22 credits III. UPPER-DIVISION MAJOR REQUIREMENTS

Physics 3013 credits
Physics 3183 credits
Physics 3213 credits | <ul style="list-style-type: none"> Physics 3355 credits Physics 3414 credits Physics 3553 credits Physics 4971 credit Physics 4983 credits Physics 4991 credit Total upper-division hours:26 credits IV. OTHER
One physics course with laboratory (3 or 4 credits) with a course number of 300 or higher. Total hours required in the major: 51 V. ELECTIVES: Hours to total a minimum of 120. |
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Minor in Physics

I. LOWER-DIVISION MAJOR REQUIREMENTS	III. OTHER
Physics 201 and 20210	6 additional hours of physics at the 300 level or above.
Mathematics 201 and 2028	
Total lower-division hours:.....18	Total hours required for the minor: 28
II. UPPER-DIVISION MAJOR REQUIREMENTS	
Physics 3414	
Total upper-division hours:.....4	

Pre-Engineering and the Dual Degree Program

Adviser: G. Glander

All accredited engineering schools require their first- and second-year students to take a relatively standardized set of mathematics and physics courses that are commonly referred to as pre-engineering courses. Students who perform well in these courses are accepted into the engineering program of their choice, and complete the specialized courses associated with that program during their third and fourth years. Stetson does not offer an engineering degree, but it does offer the standard pre-engineering courses, and students interested in engineering have the three options listed below available to them. Students who choose to attend Stetson while preparing for a career in engineering benefit from the fostering atmosphere of small class sizes and close interaction with faculty, in addition to developing the communications and critical thinking skills that are the hallmarks of a liberal arts education.

PRE-ENGINEERING OPTION ONE: Students choosing this option complete their first two years at Stetson and then transfer to an engineering school, where they complete their undergraduate work and earn a bachelor of science in engineering. While at Stetson, the students take essentially the same pre-engineering courses that their counterparts at the engineering school take, laying a solid foundation in mathematics and physics, plus the general education courses that are required by the engineering school.

PRE-ENGINEERING OPTION TWO (The Dual Degree Program): Students choosing this option earn bachelor of science degrees from both Stetson and an engineering school. Students spend three years at Stetson completing the requirements for a physics major, and then transfer to an accredited engineering school where they are usually able to complete the engineering degree in two years. Upon receiving the engineering degree, they are awarded the B.S. degree from Stetson. Students are free to complete the dual degree program at any accredited engineering school. Stetson has formal arrangements with The University of Florida – Gainesville, and The University of Miami, wherein students are guaranteed acceptance into their programs provided they maintain a satisfactory grade point average while at Stetson.

PRE-ENGINEERING OPTION THREE: Many of our pre-engineering students like what they find at Stetson so much that they choose to complete their bachelor of science degree in physics at Stetson, and then they pursue specialized training in engineering at the graduate level. Students choosing this option are able to take many more electives in physics and develop a much deeper understanding of the science that underlies the field of engineering they are interested in. They also benefit from having their written and oral communications skills more finely honed. These prove to be an excellent foundation for graduate studies in engineering, and students are able to make the transition with little or no difficulty.

Course Offerings

- PS101, 102 College Physics (4,4).** An introduction to the broad fields of physics: mechanics, heat, wave motion, optics, electromagnetism and modern physics. Three hours lecture and two hours laboratory per week. Prerequisite for PS101: high school algebra; prerequisite for PS102: PS101.
- PS152 General Astronomy (4).** Coordinates and time. Stars, clusters, spectral classification, energy generation, evolution, element formation. Interstellar matter, galaxies, cosmology. Three hours lecture and one two-hour lab per week. Satisfies a University distributive science requirement. No prerequisites.
- PS154 The Science of Music (4).** An introduction to the physics of sound and music from a primarily conceptual standpoint with a minimum of mathematics. Topics covered include the production, propagation, and reception of sound (physical acoustics), and the physics of musical instruments (musical acoustics). Satisfies a University distributive requirement in science. Three hours of lecture and two hours of laboratory per week. No prerequisites.
- PS201, 202 University Physics (5,5).** Calculus-based introductory physics for physics, pre-engineering, mathematics and other science majors. Includes mechanics, waves, heat, optics, and electromagnetism. Four hours lecture and two hours laboratory per week. Corequisite for PS201: MS201. Prerequisite for PS202: PS201; Corequisite for PS202: MS202.
- PS301 Electricity and Magnetism (3).** Electric fields and potentials; capacitance and dielectrics; magnetic flux and magnetic materials; electromagnetic induction. Prerequisites: PS202; and PS335 or permission of instructor.
- PS306 Optics (4).** Geometrical and physical optics, with emphasis on wave optics, interactions of light and matter, optics of transformations and quantum optics. Three hours of lecture and one two-hour laboratory per week. Prerequisite: PS202.
- PS318 Laboratory Techniques (3).** A study of experimental techniques and apparatus. Topics include an introduction to laboratory software, statistical analysis of data, error analysis, cryogenics, vacuum techniques, radiation safety and detection, and signal processing. One lecture and two three-hour laboratory periods per week. Prerequisite: PS341.
- PS321 Mechanics I (3).** Statics, dynamics of particles and rigid bodies; Newton's Laws; vector notation. Three hours lecture per week. Corequisite: PS335. Prerequisite: PS201.
- PS327 Electronics (4).** A.C. circuits, transistor circuits, amplifiers, linear and digital integrated circuits. Three hours lecture and one two-hour laboratory per week. Prerequisite: PS202.
- PS335 Mathematical Methods in the Physical Sciences (5).** Ordinary differential equations of first and second order, series solution of differential equations, vector analysis, Fourier series, introduction to partial differential equations and boundary value problems, Laplace and Fourier transforms, and calculus of variations. Five hours lecture per week. Prerequisite: MS203.
- PS341 Modern Physics (4).** Elementary particles, wave-particle duality, atomic structure, elementary wave mechanics, properties of nuclei and nuclear transformation. Three hours of lecture and one two-hour laboratory per week. Prerequisite: PS202.
- PS345 Thermophysics (3).** This is an introductory course in thermodynamics and statistical mechanics. The topics that are studied include: heat transfer, general gas laws, equations of state, phase diagrams, laws of thermodynamics, engines, refrigerators, entropy, Maxwell's thermodynamic relations, microcanonical, canonical and grand canonical ensembles, and statistical distribution laws. Three hours of lecture per week. Prerequisites: PS341; and MS203 or permission of instructor.

- PS355 Quantum Mechanics I (3).** The postulates of quantum mechanics and concept of orthogonal states are introduced. Topics will include the Schrodinger equation, infinite and finite steps, barriers and wells, harmonic oscillators, and the hydrogen atom. Three hours lecture per week. Prerequisite: PS335.
- PS390 Special Topics (3).** Topics determined by student interest and the availability of staff. Examples include: computational physics, digital electronics, and physical acoustics. Three hours of lecture per week. Prerequisite: Permission of instructor.
- PS401 Electromagnetic Theory (3).** Electromagnetism; Maxwell's equations; slowly varying currents; elementary radiation theory. Three hours lecture per week. Prerequisite: PS301.
- PS418 Advanced Laboratory Techniques (3).** This is a continuation of PS318 intended for students who are interested in pursuing graduate study in physics or a career working in the laboratory. One lecture and two three-hour laboratory periods per week. Prerequisite: PS318 or permission of instructor.
- PS421 Mechanics II (3).** Dynamics; introduction to Lagrangian and Hamiltonian formulations of mechanics. Three hours lecture per week. Prerequisite: PS321.
- PS455 Quantum Mechanics II (3).** The Dirac formalism is developed and applied to simple systems. Approximation techniques (time independent and time dependent perturbation theory, the variational principle, and the WKB approximation) are applied to more complex systems. Nuclear scattering theory via the Born approximation is also discussed. Three hours of lecture per week. Prerequisites: PS355.
- PS485, 486 Independent Study (3).**
- PS490 Special Topics in Physics (3).** Topics determined by student interest and the availability of staff. Examples include: atomic, nuclear and particle physics, solid state physics, astrophysics, and general relativity. Three hours of lecture per week. Prerequisite: Permission of instructor.
- PS497 Senior Project Proposal (1).** Required of all physics majors. Preparation for Senior Project.
- PS498 Senior Project (3).** Prerequisite: PS497.
- PS499 Senior Seminar (1).** Required of all senior physics majors. Prerequisite: PS498.

POLITICAL SCIENCE

W. Bailey; A. Hallum (Chair); E. Huskey; G. Maris; W. Nylen

For generations, an education in political science at Stetson has prepared graduates for distinguished careers in law and public service and in fields as diverse as journalism and business. A distinctive feature of Stetson's program is its emphasis on opportunities for learning beyond the classroom—through study abroad, internships, participation in the Washington Semester and the Model Senate, and in small-group conversations with visiting lecturers. Divided into four subdisciplines—American government, comparative politics, international relations, and political theory and methodology—political science examines the institutions and ideas that shape local communities, national governments, and the international order. A major or minor in political science gives students a broad education in public affairs while encouraging critical thinking and a mastery of oral and written expression.

Bachelor of Arts

I. GENERAL EDUCATION REQUIREMENTS	
The student must complete the General Education requirements for the College of Arts and Sciences for the Bachelor of Arts degree.	
II. LOWER-DIVISION MAJOR REQUIREMENTS	
	Credit Hours
Political Science 101	3
Political Science 235	3
Total lower-division hours	6

III. UPPER-DIVISION MAJOR REQUIREMENTS	
Political Science 301	3
Political Science 325	3
Political Science Forum 380	1
Political Science 400- Level Seminar	3
Political Science 498	3
Total upper-division hours	13
IV. OTHER Political Science courses	
Total hours required for the major: 37	
V. ELECTIVES: Hours to total a minimum of 120.	

Bachelor of Science

I. GENERAL EDUCATIONAL REQUIREMENTS	
The student must complete the general requirement for the college of Arts and Sciences for the Bachelor of Science degree.	
II. LOWER-DIVISION MAJOR REQUIREMENTS	
Political Science 101	3
Political Science 235	3
Total lower-division hours	6
III. UPPER-DIVISION MAJOR REQUIREMENTS	
Political Science 301	3

Political Science 325	3
Political Science Forum 380	1
Political Science 400- Level Seminar	3
Political Science 498	3
Total upper-division hours	13
IV. OTHER Political Science courses	
Total hours required for the major: 37	
V. ELECTIVES: Hours to total a minimum of 120.	

Minor in Political Science

I. LOWER-DIVISION REQUIREMENTS	
Political Science 101	3
Political Science 235	3
	6

II. UPPER-DIVISION REQUIREMENTS	
Political Science 301	3
III. OTHER POLITICAL SCIENCE COURSES	
Total hours required for the minor: 18	

Course Offerings

Courses marked with a plus sign (+) are required for the major.

American Politics

- PE101+ American National Government (3).** This course focuses on tools for understanding and evaluating the major policy choices in the American political system. Specific topics treated include principles of American democracy and the United States Constitution; political culture; interest groups, parties, and elections; and the major policy-making institutions (Congress, the President, the Bureaucracy, and the Courts).
- PE102 Florida Politics (3).** Study of the federal system and the role of the states and communities in the American political system. Contemporary politics and public policies in the state of Florida are examined and discussed.
- PE306 Law and Society (3).** The issues of American civil liberties and civil rights are viewed within the framework of decisions of the United States Supreme Court.
- PE312 Practical Politics (3).** An analysis of American electoral politics, with an emphasis on presidential campaigns and elections and the factors that affect their outcome. The goal of the course is to develop an understanding of the political process as a means of encouraging effective citizen participation.
- PE314 Public Administration (3).** The course is designed to introduce the student to the world of the public bureaucracy and to further an understanding of the ways in which public policies are shaped through administrative processes. Administrative organization and decision making and problems of management, personnel administration, and budgeting are covered.

- PE315 American Health Care Policy (3).** This course will review the history of health care in America, concentrating on the history of health care public policies (Medicaid, Medicare). We will study the parties involved in shaping Health Care policies. Course reading will be supplemented by speakers representing the Health Care industry, Health Care Consumers and the government. We will also look at the ethical and political problems posed by health care issues such as AIDS and genetic testing.
- PE316 Environmental Politics (3).** The course applies public policy analytic models to help explain why governments pursue the policies they do, and what the consequences of these policies are. Students will examine hopeful responses to dilemmas of global warming, acid rain, deforestation, ozone depletion, overpopulation, and other global phenomena.
- PE318 The American Presidency (3).** The course examines individual presidencies, as well as the presidential election process, and political science theories of the presidency. In a discussion format, students will examine changing criteria for a "successful" presidency and dilemmas of leadership for American presidents in the media age.
- PE320 Congress (3).** Examines the role of Congress in the process of making and overseeing public policy. The course will also focus on the politics of legislation and the dilemma of the "constant campaign." The course provides preparation for the Model Senate program held in spring.
- PE322 The American Judicial Process (3).** Roles of American courts and judges in the processes of formulating public policy. Emphasis is placed on the interplay of politics and jurisprudence in the operation of the courts.
- PE415 American Constitutional Law (3).** An analysis of cases and controversies arising from the constitutional principles of separation of powers and federalism. The case method will be used in studying issues such as federal-state and congressional-presidential conflict.

Comparative Politics

- PE145 Politics of the Developing World (3).** Looks at the interactions between the pursuit of economic development and the social and political systems of Third World nations since 1945. After reviewing basic notions and theories of development, it deals with central development issues and broader development-related problems associated with social disorder, corruption, poverty, and violence.
- PE235+ Comparative Politics (3).** An introduction to the study of comparative politics. Political institutions and behavior in selected European, Communist, and developing countries are examined in their cultural contexts and in relation to the general theories of comparative politics. The course is designed to expose the student to the tools of comparative political analysis as well as to the varied structures and functions of modern political systems.
- PE335 Comparative Health, Education, Income Policy (3).** Provides a comparative perspective on what states do in three critical areas of public policy. The major policy focus is health care policy but substantial attention is given to education policy and different aspects of income maintenance policies. The U.S., Britain, German and Sweden are the major countries studied because they represent four major approaches to how states respond to these basic societal demands. We discuss values behind the policies, structures and processes, political forces at work, and results of the policies for quality of life.
- PE336 European Politics (3).** The study of European politics provides comparative analysis of countries with similarities in political cultures, institutions and processes, but with significant differences also. Students will examine which political behavior traits are unique and which are similar among industrialized, democratic nations. Students will also study the European Union.
- PE338 Central Asia: Politics and Society in the Russian, Chinese, and Middle Eastern Borderlands (3).** Long a peripheral region of European and Asian empires, Central Asia is now reclaiming its own identity in the wake of the collapse of the USSR. The primary

focus of the course is on politics, society, and foreign policies in the new Central Asian states of Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan, though some attention will also be given to the Turkic regions of western China as well as Iran and Afghanistan. Among the topics to be examined are Islamic revivalism, ethnic conflict, national security, the attempts to construct modern national identities as well as modern political and economic systems.

- PE340 Russian Politics (3).** An examination of the domestic politics of the USSR and its successor states. The central concern of the course is the perennial dominance of authoritarianism over democracy in Russian political culture and behavior. Through a study of relations between ethnic groups, political institutions, citizen and the state, and the center and provinces, the course illustrates the tortuous path toward political change in Russia and the neighboring lands of Eurasia.
- PE346 Latin American Politics (3).** Introduces the student to the study of the political systems of Latin America. Presents some elements and characteristics common to most states of the region, examining subsequently the great political revolutions that Latin America has experienced in this century. The central focus is on the description of the political systems of selected states of the region.
- PE430 Ethnicity and Politics (3).** This Seminar deals with the full range of issues in the politics of ethnicity, from the origins of ethnic consciousness to the varieties of ethnic conflict and the means that states and non-governmental organizations have used to manage this conflict. Case studies will focus on Central Asia, India, Eastern Europe, and the United States, although frequent reference will also be made to conditions in Southeast Asia and Africa.

International Relations

- PE301+ International Relations (3).** A survey of the diplomatic, legal, economic, military, and organizational relations of nations and the major contemporary problems of world politics. The forces of change in the international system and the impact of sovereignty, nationalism, and power politics are given special attention.
- PE303 Europe in World Affairs (3).** This course provides a historical and analytical background for understanding the developments that are taking place in the political, strategic, and economic relations of the countries of Western Europe with the rest of the world, especially with Eastern Europe, the Soviet Union, and the United States.
- PE304 Russian Foreign Policy (3).** An examination of Russia's role in world affairs. After a brief introduction to the history of Russian foreign policy, the course addresses three major topics: the development of the Soviet Union as the leader of the Communist movement; the behavior of the Soviet Union as a superpower; and Russia's descent from power in the Gorbachev and Yeltsin eras and beyond. Considerable attention is given to Russia's current attempt to define for itself a new world role.
- PE353 International Law (3).** The course focuses on the relationship between international law and international politics. It provides the students with insight into historical, cultural and theoretical aspects of law as well as basic information on traditional international law topics such as the law of the sea, laws on the use of force, and international human rights.
- PE451 Politics of International Trade and Finance (3).** This Seminar presents the theoretical framework for the study of the political aspects of international economic relations. It concentrates on the evolution and deterioration of the Bretton Woods system, looking in particular at Atlantic interdependence and North-South cooperation, and discussing patterns and regimes of global and regional coordination and cooperation.

Political Theory

- PE323 Western Political Thought: Classical to Modern (3).** Through an analysis of such primary texts as Plato's *The Republic*, Augustine's *City of God*, and Machiavelli's *The Prince*, this course traces the development of political thought from its ancient concerns with virtue and political community to the modern emphasis on freedom and statecraft. In learning how others thought about the role of politics in human society, students will better understand their own value preferences and philosophical orientations in politics.
- PE324 Western Political Thought: Modern to Contemporary (3).** This course begins with texts that reveal the origins of modern American and European democratic theories. After an assessment of the conservative arguments against these theories, the course tackles the development of the two dominant political ideologies of the 19th and 20th centuries, liberalism and Marxism. Texts to be studied include *Leviathan* by Hobbes, *On Liberty* by Mill, and *The Communist Manifesto* by Marx.
- PE425 Contemporary Political Thought (3).** This course is directed at current major theoretical statements concerning some of the most important ideas in political philosophy: justice, freedom, liberty, equality, self, community, individual rights, pluralism, and democracy. Current philosophers such as John Rawls, Robert Nozick, Michael Sandel, Seyla Benhabib, and Juergen Habermas will be studied. The goal is not to come up with the "correct interpretation," given the controversy surrounding each philosopher, but to come to the best understanding we can of the ideas presented and, most importantly, how they fit with, and perhaps change, our ideas.
- PE426 American Political Thought (3).** The objectives of this course are (1) an inquiry into the politics of ideas in America and (2) an attempt to draw the connection between theories, religious values, and American institutions. Students will read selections by Jefferson and Hamilton, Alexis de Tocqueville's *Democracy in America*, Lincoln's speeches, an intellectual biography of Jane Addams, among many other works.
- PE427 Democracy and Political Participation (3).** The course examines theoretical and practical relationships between democracy and the political participation of groups and individual citizens. Contemporary issues of declining participation and interest in democratic politics ("civic disengagement") throughout the world are discussed alongside efforts to address these problems through participatory and elite-restraining institutional reforms.

Other Courses Required For Majors

- PE380+ Political Forum (1).** (Pass-Fail only) This is a weekly seminar required for all majors and targeted for second year students. It is designed to examine the concepts and controversies in the discipline, research projects by seniors and political science faculty, as well as current political issues. (Non-second year students may take the course only with permission of the instructor.)
- PE325+ Political Analysis (3).** An introduction to key concepts in hypothesis formulation and the application of basic statistical techniques. The course covers descriptive statistics, hypothesis testing, correlation and regression analysis, and their application in political analysis. Prerequisite: junior or senior standing (or permission of the Department).
- PE498+ Senior Research (3).** Prerequisite: PE325; Senior standing (or permission of the Department). The seminar provides students with an opportunity to do advanced research in a political science area of particular interest to them. Students write a senior thesis after a directed study of the research literature and the problems associated with it. The course is a "capstone" experience in research, writing, argumentation, and exploration of the field of Political Science.

Internships and Other Special Learning Opportunities

- PE100 Local Government Field Experience (1).** (Pass/Fail Only) An optional add-on component to PE102 to provide laboratory experience in a local city, county or regional governmental unit. Requirement of a minimum of three hours a week devoted to observation and hands-on activity. Students will submit a journal and 5-7 page paper analyzing a major issue on the policy agenda of the government being studied.
- PE300 Political Internship (3).** (Pass-Fail only). The student is provided with the opportunity to seek out an intern experience in some aspect of the political process. A student will be accepted into the course by permission only, and must be a junior or senior, have at least 6 hours of political science and an overall 2.5 GPA. Students will be required to present a journal that not only describes some of the aspects of the experience, but also attempts some analysis of politics pertaining to this area, and to obtain a letter of evaluation from the supervisor of the project.
- PE105 Introduction to Politics (3).** This course explores the differing value bases for major ideological/philosophical streams of political thought and orientations such as classical liberalism and socialism. The concepts of "rights" and "rule of law" are stressed, including the debate over "group rights."
- PE390 Special Topics (3).**
- PE485 Independent Study (3).**

PSYCHOLOGY

T. Blum (Chair); D. Cochran; D. Hale; R. Kindred; C. King; R. Medlin; C. Nance

Psychology is the scientific study of behavior and mental processes. Because psychology is a very broad discipline, it includes many different specialty areas. Most psychologists are clinical and counseling psychologists, who diagnose and treat emotional and behavioral disorders. Other psychologists apply the principles of psychology to solve practical problems in education, law, medicine, business, and government. Research psychologists teach and carry out scientific studies on a remarkably diverse array of topics.

Many careers in psychology today require a master's or doctoral degree. Our program, therefore, is designed to provide students with a strong foundation for graduate school. Psychology majors are encouraged to take courses that expose them to key specialty areas within psychology and prepare them for the scientific perspective graduate programs emphasize. Our majors learn research techniques—how to clarify concepts, locate and evaluate information, design experiments, do statistical analyses of data, and prepare written reports. In addition, they have the opportunity to develop skills in communication and interpersonal relations and to complete a supervised internship, gaining hands-on experience in the practice of psychology. Stetson's Psychology Department has an excellent record of placing students in graduate programs in psychology and has also prepared graduates to pursue fulfilling careers in many other professions.

An articulation agreement allows students to be accepted into one of the graduate programs offered by Stetson's Counselor Education Department without taking the GRE, provided that certain requirements are met. To qualify, students must major in psychology, complete at least 60 semester hours of work at Stetson, have at least a 2.8 GPA for all work at Stetson, and successfully complete a group interview (which includes consideration of letters of recommendation). Students who do not meet these criteria may apply for admission in the normal fashion.

Bachelor of Science and Bachelor of Arts

I. GENERAL EDUCATION REQUIREMENTS		Psychology 322	4
The student must complete the General Education requirements for the College of Arts and Sciences for the Bachelor of Arts or Bachelor of Science degrees.		Psychology 323	3
		Any 4 from PSY305, 312, 313, 333, or 382	12
		Total upper-division hours	22
II. LOWER-DIVISION MAJOR REQUIREMENTS		IV. OTHER PSYCHOLOGY COURSES	
	Credit Hours	Students are encouraged, but not required, to take additional elective hours in psychology. Students who may be considering graduate school should consult carefully with their advisors about selection of upper-division elective courses.	
Psychology 101	3	Total hours required for the major: 42	
Biology 101 and 102	8	V. ELECTIVES: Hours to total a minimum of 120.	
EBT191, CS100, or CS101	3		
Psychology 201	3		
Psychology 203	3		
Total lower-division hours	20		
III. UPPER-DIVISION MAJOR REQUIREMENTS			
Psychology 321	3		

Minor in Psychology

I. LOWER-DIVISION REQUIREMENTS		who waive PSY321 must substitute another psychology course to meet the total of 18 hours of psychology.
Psychology 101	3	
II. UPPER-DIVISION REQUIREMENTS		III. OTHER
Psychology 321*	3	
	6	Twelve hours of other psychology courses (or 15 hours, if PSY321 is waived), for a total of 18 hours in psychology.
*Students who have completed any of the following may waive PSY321: BY201 and 202, DS280, MS372, PE325, IH409, SY440. However, students		Total hours required for the minor: 18

Course Offerings

- PSY101 Introduction to Psychology (3).** A broad overview of the discipline of psychology, this course includes many of the following topics: theories of human behavior, methods of research in psychology, the biological bases of behavior, sensation and perception, child psychology, states of consciousness, learning and remembering, language and thought, motivation and emotion, personality, stress and coping, abnormal psychology and techniques of psychotherapy, social psychology.
- PSY201 Personality (3).** The primary focus of this course is on comparing and contrasting a number of personality perspectives or paradigms along with their representative theories, theoretical assumptions, and research findings. Hopefully, the course will broaden the student's perception of the multifaceted nature of behavior and will emphasize that there are a variety of options and possibilities for analyzing and evaluating individual differences. Prerequisite: PSY101.
- PSY203 Great Experiments in Psychology (3).** The creative history of psychology is explored in this course by closely examining the studies that have been most influential in shaping our concepts of behavior. The ongoing influence of these studies is illuminated by discussion of more recent investigations that have their roots in the original research. Prerequisite: PSY101.
- PSY301 Industrial and Organizational Psychology (3).** Applications of psychological principles to people at work are presented in this course. Topics such as personnel selection, psychological testing, performance appraisal, employee training and development, leadership, motivation and job satisfaction, organizational psychology, the effect of working conditions, safety and health in the workplace, work-related stress, and engineering psychology are included. Prerequisite: PSY101.
- PSY304 Psychological Testing (3).** Techniques of scaling and test development are presented in this course. Issues related to item analysis, reliability, validity, standardization, and ethics are included. Students learn to assess the strengths and weaknesses of psychological tests

and to apply this understanding to a test that they develop. The psychometric characteristics of intelligence and aptitude, interest, creativity, stress, personnel selection, personality, and achievement tests are analyzed as part of the course. Prerequisite: PSY101.

- PSY305 Cognitive Psychology (3).** This course explores the many mental skills involved in the acquisition, storage, retrieval, and use of knowledge. These skills include pattern recognition, attention, memory, visual imagery, language, problem solving, and decision making. Students will also explore how the research and theories of cognitive psychology relate to tasks they carry out in their daily lives, for example reading, driving, studying, judging advertising claims, evaluating legal testimony, solving problems in the classroom, and making medical decisions. Prerequisite: PSY101.
- PSY312 Abnormal Psychology (3).** Theory and research related to the diagnosis and treatment of psychopathological behavior are presented in this course. Disordered behavior is examined from physiological, behavioral, social, and cognitive perspectives. Prerequisite: PSY201.
- PSY313 Child Psychology (3).** An introduction to the field of developmental psychology, this course focuses on the psychological development of normal children. Topics include: infancy, cognitive development, and social development, the history of child psychology, research methods, theories of development, genetic and prenatal influences on children's behavior, behavior disorders in children, and psychotherapy with children. Prerequisite: PSY101.
- PSY318 Human Sexuality (3).** The psychological and physiological factors related to human sexual and reproductive behavior are examined in this course. The student will become acquainted with contemporary research findings and theory in the area and will have the opportunity to obtain factual information and assistance with developing a clear perspective of human sexuality.
- PSY321 Behavioral Statistics (3).** This course concerns measurement and statistical concepts in behavioral research. Measurement scales, data organization, central tendency, variability, standard scores, probability, normal distribution, Z, t-test, F-ratio, analysis of variance, chi square, r, and rho are discussed. Students learn to use SPSS. Appropriate applications to psychological studies are emphasized. Prerequisite: PSY101.
- PSY322 Research Methods (4).** This course is an introduction to the scientific method and to psychology as a science. Hypothesis testing, research designs and data collection methods, internal and external validity are discussed. Laboratory exercises are used to illustrate the appropriate application of methods and to provide data for analysis and written reports. Proper APA style for reporting of research is emphasized. Students prepare a formal proposal for a research project to be carried out in PSY323. Prerequisites: PSY101 and PSY321.
- PSY323 Senior Project (3).** Students complete the research project they designed in PSY322. Use of SPSS and APA style are reviewed. Prerequisite: PSY322.
- PSY333 Social Psychology (3).** Theory, research, and applications of social influences on individual behavior are discussed in this course. Included are topics such as aggression, attitudes, attribution, conformity, leadership, persuasion, and intergroup behavior. Prerequisite: PSY101.
- PSY335 Group Dynamics (3).** The purpose of this course is to enable the student to learn more about personality and interpersonal behavior, including his or her own, through firsthand experience in a laboratory setting. The course is unusual in its format. After the first day, the class meets each time as a self-observational group in which each member of the group assumes responsibility for observing and building a shared understanding of the processes occurring within the group. Toward this end, each member of the group is encouraged to contribute thoughts and feelings concerning events in the group, support others in contributing thoughts and feelings concerning events in the group, and notice connections

among actions, thoughts, and feelings in the group. Recordings of each meeting are available to members of the group for review and analysis. In readings and papers, students become familiar with a variety of theoretical perspectives and observational methods useful in understanding the processes occurring in the group. Prerequisite: written permission of instructor.

- PSY345 Health Psychology (3).** This course provides an overview of the psychological variables that influence health, illness, and responses to illness. Students will have an opportunity to apply the theories and models they study by designing health promotion programs that can be implemented in various community settings. Prerequisite: PSY101.
- PSY348 Drugs and Behavior (3).** This seminar is designed to provide students with information about the physiological aspects of neuroactive drugs in relation to mind and behavior. The course begins with a basic overview of neurophysiology, neurochemistry, and neuroanatomy before exploring the history and biological actions of the major classes of psychoactive drugs.
- PSY382 Biological Psychology (3).** This course is an introduction to biological psychology, a branch of psychology that concerns itself with the relationship between the nervous system and behavior. Emphasis is first placed on neural, sensory, and motor functioning. Students then gain greater understanding of the biological underpinnings of more complex behaviors such as circadian rhythms, thirst and hunger, reproductive behaviors, emotional responses, stress, and learning and memory. Prerequisites: BY101 and BY102.
- PSY413 Childhood Behavior Disorders (3).** This course discusses developmental and behavioral problems of children and adolescents and the clinical methods for assessing, treating, and preventing these problems. Autism, childhood schizophrenia, learning disabilities, mental retardation, hyperactivity, eating disorders, childhood depression, and other disorders are included. Prerequisite: PSY313 and junior or senior standing.
- PSY416 Clinical and Counseling Psychology (3).** This course is an introduction to the basic assumptions, objectives, theories, and skills involved in the psychological treatment and prevention of behavioral problems, and in the analysis of effects of social change on the quality of people's lives. Prerequisite: PSY201.
- PSY470 Internship I: Ethical and Professional Issues in Psychology (3).** This course is designed to give students an opportunity to deepen their understanding of the ethical and professional issues central to the field, to clarify and focus their professional intentions, and to obtain experience useful in pursuing further vocational and educational opportunities. As part of the coursework, students complete 80-100 hours of work in an approved internship setting. Prerequisites: (a) junior or senior standing, (b) at least 18 hours of coursework in psychology, including at least two courses directly relevant to the work to be done in the internship component of the course, (c) written approval by the supervising agency, (d) written permission from the PSY470 instructor.
- PSY471 Internship II (3).** Students do 100-120 hours of work in an approved internship setting and complete a journal. The course is graded pass/fail and may not be used toward the minimum requirements for the psychology major. Prerequisites: (a) PSY470, (b) at least two courses directly relevant to the work to be done in the internship, (c) written approval by the supervising agency, (d) written permission from the PSY471 instructor.
- PSY485, 486 Independent Study (1-3, 1-3).** Prerequisite: written permission of instructor.
- PSY390 Special Topics in Psychology (1-3).** A lecture/discussion course designed to enhance the curriculum by allowing students an opportunity to gain knowledge and understanding in a specialized topic within their field of study. Topics studied will vary and may include specific theoreticians, distinctive theoretical perspectives, or particular topic areas of research.
- PSY195, 295, 395, 495 Seminar (1-3).** Prerequisite: written permission of instructor.

RELIGIOUS STUDIES

J. Beasley; C. Fant; R. Kirsch; P. Lucas; D. Musser; K. Queen-Sutherland;
M. Reddish (Chair); D. Sutherland

The study of religion challenges students to explore their own values and understandings of life, exposes them to the various ways that people in differing cultures and time periods have expressed religious beliefs and practices, and helps them examine the importance of religion in culture. Because every culture, both past and present, is strongly shaped by religious beliefs and practices, an appreciation of the religious dimension of human existence is essential for a well-educated individual. Pursuing a major or minor in religious studies allows students to explore the most important questions and issues for human society, while simultaneously learning the critical thinking and communication skills that will be important for success in whatever vocation they choose.

Bachelor of Arts

- I. GENERAL EDUCATION REQUIREMENTS
The student must complete the General Education requirements for the College of Arts and Sciences for the Bachelor of Arts degree. In addition to the three-hour religious heritage requirement for the College of Arts and Sciences, a major in religious studies requires 31 hours of religious studies courses. (Students in the Honors Program, who are not required to take a religious heritage course, should take an additional three-hour religious studies elective.)
- II. LOWER-DIVISION MAJOR REQUIREMENTS
Credit Hours
Religious Studies 1501
Total lower-division hours1
- III. UPPER-DIVISION MAJOR REQUIREMENTS
One course from the following:
310 or 313 or 314 or
317 or 318 or 4113

- One course from the following:
319 or 321 or 351 or 352 or 360 or
420 or 425 or 453 3
One course from the following:
331 or 333 or 335 or
431 or 4353
Religious Studies 3801
Religious Studies 4801
Religious Studies 4984
Total upper-division hours15
- IV. OTHER
Religious Studies Electives15
Total hours required for the major: 31
- V. ELECTIVES: Hours to total a minimum of 120.

Minor in Religious Studies

- In addition to the three-hour religious heritage requirement for the College of Arts and Sciences, a minor in religious studies requires 15 hours of religious studies courses. (Students in the Honors Program, who are not required to take a religious heritage course, should take an additional three-hour religious studies elective.)
- I. LOWER-DIVISION MINOR REQUIREMENTS
Religious Studies 1501

- II. OTHER
Religious Studies 3801
Religious Studies 4801
Upper-division Religious Studies
Electives9
Other Religious Studies Electives3
Total hours required for the minor: 15

Course Offerings

- REL100 Introduction to Biblical Literature (3). A study of the contents and historical development of the Hebrew Scriptures, the Apocrypha, and the New Testament, with emphasis on formation of the canon, critical methods for biblical study, and the formative traditions of Judaism and Christianity.
- REL105 Introduction to the Philosophy of Religion (3). An introduction to the basic philosophical issues in religious thought.
- REL106 Introduction to Religion (3). A study of religion as a significant and influential component of human culture. Describes, analyzes, and interprets major dimensions of religion, such as texts, ethics, communities, rituals, and doctrines.

- REL107 Introduction to Judaism (3).** An exploration of the forms of Judaism in contemporary society, including an investigation of the varied denominations within Judaism. Includes a study of rituals, practices, and literature.
- REL108 Introduction to Christianity (3).** A study of the major aspects of Christianity, including its beliefs, scriptures, rituals, institutions, and historical development. Particular attention will be given to the diversity of Christian communities and their relationships to culture.
- REL109 Introduction to World Religions (3).** An exploration of the scriptures, doctrines, rituals, ethics, spirituality, and art of the world's major religious traditions, such as Islam, Christianity, Judaism, Hinduism, and Buddhism.
- REL110 Elementary New Testament Greek (3).** An introductory study of the written Greek language of the New Testament period. Emphasis will be on grammar and vocabulary, leading to translation of selected texts from the Greek New Testament.
- REL111 Elementary Biblical Hebrew (3).** An introductory study of classical biblical Hebrew. The course will concentrate on basic Hebrew vocabulary and grammar, preparing the student to translate various readings from the Hebrew Bible.
- REL150 Methods and Theories in the Study of Religion (1).** An examination of the scholarly attempts to understand, describe, and relate to the sacred. Attention will be given to critical methods of social science, philosophy, history, literature, and phenomenology. Prerequisite: REL major or minor.
- REL210 Intermediate New Testament Greek (3).** A study of intermediate Greek grammar and syntax. Greek New Testament will be read and translated. Special emphasis will be placed on using the Greek text as an aid to interpretation. Prerequisite: REL110
- REL211 Readings in Biblical Hebrew (1).** Selected passages from the Hebrew Bible will be analyzed for grammatical forms and translated. This course presupposes a basic knowledge of biblical Hebrew. Prerequisite: REL111.
- REL250 Ethics in Religious Perspective (3).** An introduction to historical and contemporary relationships between ethics and religious world views. Attention will be given to methodology, formation of ethical norms in a pluralistic society, appreciation of cultural and religious diversity in shaping ethical criteria, and the role of Jewish and Christian traditions in the formation of ethical thinking.
- REL252 Religions of Asia (3).** Introduction to the major religious traditions of Indian Subcontinent and East Asia with attention to their historical development, philosophical tenets, spirituality, and institutional expression. Traditions explored include Hinduism, Buddhism, Confucianism, Taoism, and Shinto.
- REL254 Issues in Religious Thought (3).** Study of issues in religious thought Such as the defining character of "religion," the place of religion in culture, sacred reality, life after death, authority, truth, evil and suffering, and the challenges to religion from science.
- REL255 Religious Images of the Future (3).** A study of religious conceptions of the future with primary emphasis on Jewish and Christian apocalyptic writings, culminating in an examination of the extensive use of apocalyptic imagery in Western society (art, music, literature). An interdisciplinary course.
- REL256 Male and Female in Biblical Perspectives (3).** Working from a feminist perspective, female/male imagery within the Hebrew Scriptures and the New Testament will be analyzed. The asking of gender-nuanced questions from male and female experiences will aid in the reshaping and retelling of biblical traditions.
- REL257 Art and Religion in East Asia (3).** A study of the religious traditions in China, Korea, and Japan as expressed in their art, architecture, sculptures, and paintings.

- REL268 The World of the Bible I: The Middle East (3).** A travel course. This course is a study tour of major historical, archaeological, and religious (Jewish, Christian, and Muslim) sites in selected countries of the Middle East, such as Israel, Jordan, and Egypt. The major focus of the course is on the ancient world. Modern religious, social, and political life will be highlighted through readings, lectures, and personal observations.
- REL269 The World of the Bible II: The Mediterranean World (3).** A travel course. This course is a study tour of major historical, archaeological, and religious sites in selected Mediterranean countries, such as Italy, Greece, and Turkey. The major focus of the course is on the ancient world. Modern religious, social, and political life will be highlighted through readings, lectures, and personal observations.
- REL300 History of Christianity to 1600 C.E. (3).** An examination of Christian institutions and thought from the second through the sixteenth centuries.
- REL302 History of American Christianity (3).** This course examines the history of important Christian churches and movements in the United States. Topics covered include Puritanism, the Baptist tradition, Quakerism, the Methodist tradition, Episcopalianism, the Presbyterian tradition, Lutheranism, Roman Catholicism, Eastern Orthodoxy, Pentecostalism, Seventh Day Adventism, the Jehovah's Witnesses tradition, Revivalism, and Restorationism. In addition, the course analyzes the phenomena of American civil religion and popular religion.
- REL307 Varieties of American Religions (3).** Examines new religious movements in American history, including sectarian, communitarian, and cult movements. Topics covered include recruitment and disaffiliation of members, the psychology of charismatic prophets, millennialism, Mormonism, New Age religions, and gender issues in new religions.
- REL310 Biblical Interpretation (3).** A study of the principles and methods of interpretation. Selected passages from the Hebrew Bible and the New Testament will be studied.
- REL311 The Dead Sea Scrolls (3).** A study of the discovery of the Dead Sea Scrolls, their contents, the community that produced them, and their continuing significance.
- REL313 Hebrew Prophets and Prophecy (3).** A study of the background and development of prophecy in the Hebrew Bible, as well as the nature of Biblical prophecy.
- REL314 Wisdom in Ancient Israel (3).** A study of the wisdom traditions in Israel that give rise to questions of unjust suffering, divine justice, and the meaning of life.
- REL317 The Gospels (3).** A study of the life and teachings of Jesus as presented in the four Gospels. Major attention will be given to the differences among the Gospel accounts and the emphases of the individual Gospel writers.
- REL318 Life and Letters of Paul (3).** A study of one of the most important figures in the history of Christianity—Paul of Tarsus. The course will consist of an examination of the life and background of Paul and an investigation of the purpose and content of his letters.
- REL319 Introduction to Christian Thought (3).** Analysis of the problems and promises of Christian thought and life with particular attention to biblical and contemporary formulations of belief.
- REL321 Protestant Theology (3).** This course covers the origins and development of the western religious traditions that emerge from the Reformation. Study of the issues and thinkers pertinent to the Lutheran, Reformed, Anglican, and Radical reform movements, their subsequent developments into what are now called denominations, and the challenges that Protestant thought has faced (for example, from rationalism, romanticism, biblical criticism, and natural science).

- REL322 Archaeology and the Biblical World I: Egypt, Mesopotamia, and Israel (3).** A study of the contributions of the archaeology of Egypt, Mesopotamia, and Israel to an understanding of the Judaic and Christian religions. (This course and REL323 may be taken in any order.)
- REL323 Archaeology and the Biblical World II: Greece, Rome, and Israel (3).** A study of the contributions of the archaeology of Greece, Rome, and Israel to an understanding of the Judaic and Christian religions. (REL322 is not a prerequisite. This course and REL322 may be taken in any order.)
- REL324 Topics in Religion (3).** Topics determined by current relevance and importance. Examples include: Religion in America, Feminist Theology, and Christology.
- REL326 (SY326) Sociology of Religion (3).** The role of religion in human societies and how it is manifested in social behavior; examination of theoretical approaches from Weber and Durkheim to modern empirical studies. Focus on the interrelation of religion, society, and culture; religion and social change; religion and social stratification.
- REL328 Charismatic Leadership in Religion and Society (3).** An investigation of the factors contributing to unusually "gifted" leaders in religious and secular causes, both ancient and contemporary, through biographical study and modern charismatic leadership theory.
- REL331 Islam: The Religion of the Prophet (3).** A comprehensive consideration of Islam, including Muhammad's life and teachings, the Qur'an, sectarian movements, theological and ritual expressions, Sufism, and the Islamic world's struggle with modernity.
- REL333 Indo-Tibetan Buddhism (3).** A study of the development of Buddhism In India and Tibet.
- REL335 Japanese Religious Traditions (3).** A study of the religious traditions in Japan, including State Shinto and the formation and development of Pure Land, Nichiren, and Zen Buddhism.
- REL348 Goddesses, Whores, Wives, and Preachers: The Feminine Voice in Religion (3).** A historical study of the role of the feminine in religion from antiquity to modern voices calling for change in institutionalized Western religion today.
- REL351 The Ethics of Peace and War (3).** Historical and descriptive analysis of the ethics of peace and war in Jewish-Christian traditions. Issues will include theories about "just war," use of nuclear weapons, and the relationship between faith and violence.
- REL352 Ecology and Ethics (3).** Foundations for a Christian ecology will be developed. Emphasis will be given to a Christian understanding of human nature and creation, and "ecological" understandings of Christian concepts of judgment and redemption.
- REL360 Moral Reflections on the Holocaust (3).** A study of the theological and ethical questions raised by the Holocaust, which saw the murder of six million Jews and five million non-Jews between the years 1933 and 1945. The course evaluates contemporary philosophical, religious, and theological responses to the Holocaust, addressing such topics as the absence of God, religious faith in a post-Holocaust age, and the problem of evil and suffering.
- REL380,480 Departmental Seminar (1).** Critical examination of current developments in religious studies. REL380 may be taken more than once for credit. Prerequisite: REL major or minor and sophomore or higher status.
- REL411 The Psalms and Their World (3).** A study of psalms of creation, wisdom, royal theology, and social concern reflecting a religious world view that experienced God through praise and suffering.
- REL416 New Testament Background (3).** A study of the Jewish and Greco-Roman contexts in which the New Testament developed. Social, historical, literary, and religious factors are examined.

- REL420 Religion in Film and Literature (3).** Topics in religion studied through the media of film, fiction, and autobiography. Topics include the nature of authentic religion, challenges to faith posed by modern culture, the quest for meaning and values, and the search for self-identity.
- REL425 Paul Tillich (3).** The course will focus on the Christian theology of Paul Tillich. The first half of the course will survey the core elements of Tillich's thought. In the second half, students will closely read two book-length treatises of Tillich's.
- REL431 Buddhism and Christianity: A Comparative Study (3).** A study of the basic tenets of Pure Land Buddhism and Protestant Christianity and comparison of significant themes, such as faith, grace, and salvation.
- REL435 Spiritualities East and West (3).** Surveys the quest for communion with the sacred in both traditional and modern cultures worldwide. Specifically, it examines Christian mysticism, Islamic Sufism, the modern charismatic movement, the Yoga traditions of Hinduism, the Kabbalistic mysticism of Judaism, and various forms of Buddhist spirituality, including Tibetan, Zen, and Theravada Buddhism.
- REL446 Race, Gender, Class, and Religion (3).** Examines both historical and contemporary events and movements shaped by the interplay of religion with race-gender-class issues. Topics include women and religion, liberation theologies, and civil rights.
- REL453 Frontiers in Medical Ethics (3).** This course will analyze ethical questions focused on issues such as prolongation and termination of medical treatment, physician assisted suicide and euthanasia, reproductive medicine, fetal tissue transplantation, and genetic engineering.
- REL485,486 Independent Study (3, 3).**
- REL498 Senior Project (4).**

RUSSIAN STUDIES

B. Bradford; M. Denner; E. Huskey; N. Long; P. Steeves (Chair)

Russian studies is an interdisciplinary program examining the diverse territories, peoples, and cultures of the region that once constituted the Russian empire and the USSR. Courses in Russian studies cover topics in economics, geography, history, literature, language, political science, religion, and art history.

Bachelor of Arts

- I. GENERAL EDUCATION REQUIREMENTS**
The student must complete the General Education requirements of the College of Arts and Sciences for the Bachelor of Arts degree.
 - II. LOWER-DIVISION MAJOR REQUIREMENTS**
By graduation, the Russian studies major must demonstrate proficiency in Russian language equivalent to the RSN202 level. RSN101 and 102 may be used to satisfy the language requirement of the BA degree; Russian courses through 202 may not be counted toward the major.
 - III. UPPER-DIVISION MAJOR REQUIREMENTS**

	Credit Hours
Senior Prospectus	1
Senior Project	4
Total upper-division hours	5

- IV. OTHER**
Twenty-four credit hours in courses or independent studies dealing substantially with the Russian area and approved by the Russian studies faculty are needed. These hours must include at least nine from courses in at least two of the following departments: Economics, Geography, History, Political Science. Regularly offered courses that qualify are listed below.
 - Total hours required for the major: 29
 - V. ELECTIVES:** Hours to total a minimum of 120.

Minor in Russian Studies

- I. LOWER-DIVISION MINOR REQUIREMENTS
 Russian Studies 1013
 Demonstration of proficiency in Russian language
 equivalent to RSN102 level. RSN101 and 102
 may not be counted toward hours required for
 minor.

- II. OTHER
 Fifteen credit hours in courses or independent
 studies dealing substantially with the Russian area
 and approved by the Russian studies faculty are
 needed. Regularly offered courses that qualify are
 listed below.

Total hours required in minor: 18

Course Offerings

- ES305 Economies of Russia and China (3).** A look at the historical development of the economy of Russia during the Communist and Post-Communist periods, a study of the economy of China, and an analysis of the contrasting evolution of the two economies.
- GY307 Russia in the Modern World (3).** Emphasis is placed on the evolving nature of the cultural landscapes and peoples of Russia and those regions which were formerly part of the Russian empire or the USSR. The role of human-environmental interaction in these regions is also examined.
- HY343 History of Russia to 1861 (3).** Development of Russian culture and state from its beginnings in medieval principalities; emergence of Muscovite autocracy; transition to imperial system, bringing Russia to status of a European power.
- HY344 History of Russia since 1861 (3).** Modern social, political and economic transformation of Russia beginning with abolition of serfdom; Russian revolutionary tradition, leading to socialist system of twentieth century Soviet Union.
- HY345 Eastern Europe Since 1815 (3).** Emergence of nation-states from territories of Ottoman, Austrian, Russian, and Prussian Empires; the development of independent countries of Poland, Czechoslovakia, Hungary, Romania, Bulgaria, Yugoslavia, Albania, and Greece.
- HY346 History of Communism (3).** The evolution of Communist theory and practice from the writings of Marx and Engels to application in Russia, eastern Europe, Asia, Africa and Latin America, as well as in pluralistic political systems, such as those of western Europe.
- HY445 Seminar: Russian Civilization (3).** Special topics in the history of Russia.
- PE304 Russian Foreign Policy (3).** An examination of Russia's role in world affairs. After a brief introduction to the history of Russian foreign policy, the course addresses three major topics: the development of the Soviet Union as the leader of the Communist movement; the behavior of the Soviet Union as a superpower; and Russia's descent from power in the Gorbachev and Yeltsin eras and beyond. Considerable attention is given to Russia's current attempt to define for itself a new world role.
- PE338 The Unknown Asia: Politics and Society in the Russian, Chinese, and Middle Eastern Borderlands (3).** Long a peripheral region of European and Asian empires, Central Asia is now reclaiming its own identity in the wake of the collapse of the USSR. The primary focus of the course is on politics, society, and foreign policies in the new Central Asian states of Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan, though some attention will also be given to the Turkic regions of western China as well as Iran and Afghanistan. Among the topics to be examined are Islamic revivalism, ethnic conflict, national security, the attempts to construct modern national identities as well as modern political and economic systems.
- PE340 Russian Politics (3).** An examination of the domestic politics of the USSR and its successor states. The central concern of the course is the perennial dominance of authoritarianism over democracy in Russian political culture and behavior. Through a study of relations between ethnic groups, political institutions, citizen and the state, and the center and provinces, the course illustrates the tortuous path toward political change in Russia and the neighboring lands of Eurasia.

- RS101 Russia Today (3).** Introduction to Russian studies with attention to political, demographic, economic, social, and cultural features of the Russian area.
- RS120 Russian Film: Old and New (3).** Viewing of films by such major directors as Eisenstein, Vertov, Ryazanov, Tarkovsky, Muratova, and Paradjanov, as well as other important films of the Soviet and post-Soviet eras. Some reading in film theory and Russian film history. In English.
- RS301 Survey of Russian Civilization (3).** Introduction to Russian cultural achievements in music, visual arts, architecture, folk arts, philosophy, and religion.
- RS309 Survey of Russian Literature in English (3).** Introduction to important works in Russian literature from the twelfth to twentieth century. In English.
- RS310 Twentieth Century Russian Literature in English Translation (3).** The course encompasses many literary movements—Realism, Symbolism, Socialist Realism, and Grime—in their historical context. Genres include essays, tales, poetry, the novel, autobiography, film, and plays. In English.
- RS311 Topics in Russian Studies (3).** Topics include single authors, historical periods, genres, or themes. In English.
- RS320 Women in Russian Culture (3).** The course will draw on works by men and women in literature, history, psychology, anthropology, film, and feminist theory to suggest when, and examine how, the “feminine” has been constructed in Russian culture.
- RS335 Russian Literature and Opera (3).** A study of seven operas from 1869 to 1952 by Musorgsky, Tchaikovsky, Borodin, Prokofiev, and Shostakovich based on works by Pushkin, Leskov, Tolstoy, and Bryusov. Composers interpreted older texts to fit new historical, political, social, and cultural concerns in a complex response to their sense of Russia’s national identity.
- RS398 Contemporary Russia: Culture and Civilization (3).** Analysis of current changes in Russian society as seen through culture in its historical context, beginning with the idea of culture. Texts are drawn from literature, journalism, history, film, art, and culture studies.
- RS483 Prospectus for the Senior Project (1).** Preparation of topic and bibliography for the senior project.
- RS498 Senior Project (4).**
- RSN101 Elementary Russian I (5).** Students learn to speak, read, write, and listen to beginning Russian.
- RSN102 Elementary Russian II (5).** Students continue to develop their proficiency skills in Russian.
- RSN201,202 Second-year Russian (5,5).** In-depth review of grammar and continued development of reading, writing, listening, and speaking skills.
- RSN301,302 Intermediate Russian Conversation and Composition (3,3).** Emphasis on translation and composition to practice grammatical constructions. Extensive vocabulary building through reading and continued practice of oral proficiency in group discussions and presentations.
- RSN305,306 Short Stories and Poetry (3,3).** Readings in Russian literature, with continued reinforcement of grammatical structures.
- RSN329,330 Study Abroad - Russian (15,15).** Students register under this number for their study abroad. After transcripts are reviewed, credit is entered for individual courses.

RSN401,402 Advanced Russian Conversation and Composition (3,3). Provides advanced Russian students the chance to polish, advance, and diversify their skills. Focus on stylistics, syntax, and vocabulary building. Prerequisite for RSN401: RSN302 or permission of the instructor. Prerequisite for RSN402: RSN401 or permission of the instructor.

RSN485 Independent Study.

SOCIAL SCIENCE

Director: C. Vedder

The Social Sciences Division includes the Departments of American Studies, Economics, Environmental Science and Geography, History, Political Science, Psychology, and Sociology. This division encourages an understanding of the functioning of modern society as well as changes and improvements which occur through social processes. The subject areas cover a wide range of human experience but share a unity expressed through similar approaches and common objectives. A major is offered in each department and in the division. The divisional major comprises 21 hours in one department and 12 in a second, in addition to the College of Arts and Sciences' social science distributional requirements. Social science majors must also satisfy special requirements of the major in their area of concentration, with any exception to be determined by the chair of the department of the area of concentration.

Bachelor of Arts

- I. GENERAL EDUCATION REQUIREMENTS
The student must complete the General Education requirements for the College of Arts and Sciences for the Bachelor of Arts or Bachelor of Science.

Note: The Social science major may have a specialization in any of the social science departments (American Studies, Economics, Environmental Science and Geography, History, Political Science, Psychology, Sociology).

- II. LOWER-DIVISION MAJOR REQUIREMENTS
None

- III. UPPER-DIVISION MAJOR REQUIREMENTS
The Senior Project course in the department of specialization (may be counted as part of the 21 hours required in the department of specialization).

IV. OTHER

Courses in the department of specialization21
Courses in one other social science department12

(Social science distributional requirement of 12 hours must be taken in three departments in the division other than the two already selected for the 21-hour and 12-hour requirements.)

Total hours required for the major: 33 or 34

Bachelor of Arts with Teacher Certification

Advisers: E. Dershimmer and C. Vedder

Students interested in a social science/education major with secondary teaching certification, and entering their first year of college after July 1, 2001, must meet state-mandated requirements in general education and professional study. Please see the Teacher Education section of the Bulletin for the state mandated courses and consult as soon as possible with both Professor Dershimmer and Professor Vedder.

- I. GENERAL EDUCATION REQUIREMENTS
The student must complete the General Education requirements for the College of Arts and Sciences for the Bachelor of Arts degree (excluding 12 distributional hours in social science).
- II. SOCIAL SCIENCE MAJOR REQUIREMENTS

Credit Hours

HISTORY

HY101 or HY102	3
HY103 or HY104	3
HY151	3
HY152	3
HY413 or 414 or 351	3

Total history hours15

ECONOMICS

ES101	3
ES (upper-division elective).....	3

Total economics hours6

POLITICAL SCIENCE

PE101	3
PE235	3
PE301	3

Total political science hours.....9

GEOGRAPHY (6 hours)

GY101	3
GY (upper-division elective)	3

Total geography hours6

PSYCHOLOGY

PSY 101	3
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Total psychology hours.....3

SOCIOLOGY

SY101	3
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Total sociology hours3

OTHER

Any upper-division social science course	3
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Total other hours3

Total social science hours 45

III. EDUCATION MAJOR REQUIREMENTS

EN245	3
EN255	3
EN265	3
EN326	3
EN331	3
EN395	3
EN427	3
EN429	3
EN430	9
EN433	3
EN437	3
EN474	3
EN495	3

Total education hours.....45

Total hours required for the major: 90

IV. ELECTIVES: hours to total a minimum of 120.

SOCIOLOGY AND ANTHROPOLOGY

F. Alford-Cooper; D. Everett (Chair); K. Flint-Hamilton; L. Nance; J. Schorr; J. Tichenor; C. Vedder

Have you ever wondered: Why some people get ahead, but others don't? Why the United States is so violent? Why men and women may view the same issues so differently? How social and environmental problems in other societies affect us? How the cultures and archaeological remains of ancient civilizations relate to those of contemporary societies? If so, then a sociology major or minor or an anthropology minor may be right for you. The Department of Sociology and Anthropology offers you the opportunity to use familiar social contexts and situations as sites for studying human social life. Topics for research and discussion are as varied as how people adjust to the aging process, how schools contribute to both social stability and social inequality, and how culture, social structure, and social processes influence individuals' ideas and behavior.

The department's majors and minors are provided opportunities for developing creativity, an emphasis on small group problem solving, an environment in which individuals are encouraged to question alternatives to the obvious and customary, and activities that improve basic skills that are keys to success in any career. These skills include written and oral communication, critical thinking and analysis, research design and execution, and statistical and computer literacy. The department offers a supervised internship program in various occupational settings for junior and senior sociology majors seeking to explore vocational interests. It also offers sociology majors a certificate program in criminology. Courses in the department contribute to the major in Latin American studies and to the minors in women and gender studies, health care issues, and Africana studies.

Bachelor of Arts: Major in Sociology

I. GENERAL EDUCATION REQUIREMENTS		Sociology 410	3
The student must complete the General Education requirements for the College of Arts and Sciences for the Bachelor of Arts degree.		Sociology 430	3
		Sociology 435	3
		Sociology 440*	3
		Sociology 450	3
II. LOWER-DIVISION MAJOR REQUIREMENTS		Total upper-division hours	18
	Credit Hours		
Sociology 101	3		
Total lower-division hours	3		
III. UPPER-DIVISION MAJOR REQUIREMENTS		IV. OTHER	
Sociology 300	3	Other sociology courses	15
		Total hours required for the major:	36
		V. ELECTIVES: Hours to total a minimum of 120.	

Bachelor of Science: Major in Sociology

I. GENERAL EDUCATION REQUIREMENTS		IV. OTHER	
The student must complete the General Education requirements for the College of Arts and Sciences for the Bachelor of Science degree.		Other sociology courses	15
		Total hours required for the major:	36
II. LOWER-DIVISION MAJOR REQUIREMENTS		V. ELECTIVES: Hours to total a minimum of 120.	
	Credit Hours	*SY440 may be waived by biology majors who have completed BY203; business majors who have completed DS280 or DS350; political science majors who have completed PE325; or psychology majors who have completed PSY321. If SY440 is waived, an additional three-hour Sociology course must be completed.	
Sociology 101	3		
Total lower-division hours	3		
III. UPPER-DIVISION MAJOR REQUIREMENTS			
Sociology 300	3		
Sociology 410	3		
Sociology 430	3		
Sociology 435	3		
Sociology 440*	3		
Sociology 450	3		
Total upper-division hours	18		

Minor in Sociology

I. LOWER-DIVISION MINOR REQUIREMENTS		c) social change (SY309, SY315, SY337, SY355, SY372)	
	Credit Hours	Total credit hours	9
Sociology 101	3		
Total lower-division hours	3	III. OTHER	
II. OTHER MINOR REQUIREMENTS		Other sociology courses	6
Students who minor in sociology are required to take one course from each of these facets of the discipline:		Total hours required for the minor	18*
a) social institutions (SY255, SY326, SY365, SY370, SY375, SY380)			
b) social issues and inequality (SY201, SY247, SY280, SY302, SY304, SY307, SY312, SY345, SY377)			

Certificate Program in Criminology

The requirements for sociology majors seeking the criminology certificate include SY247 (Social Deviance), SY302 (Criminology), SY380 (Sociology of Law), and SY396 (Internship in Sociology). For more information, contact Dr. Diane Everett.

Minor in Anthropology

Derived from the Greek *ανθρωπος* (human being) and *λογος* (word), anthropology is the study of what it means to be human. While focusing on human development and culture, anthropology touches on the fields of sociology, biology, evolution, environmental science, economics, ethnic studies, history, religious studies, philosophy, communications, art, geography, linguistics, and political science. Because the discipline is so broad, it appeals to students from diverse cultural and academic backgrounds.

At Stetson University, the anthropology minor focuses on two branches of anthropology, cultural anthropology and archaeology. Cultural anthropology describes and explains human behavior within a social context. Cultural anthropologists study customs, traditions, and expressions of culture, generally focusing on issues such as kinship, migration, political and economic institutions, religion, and how cultures adapt to change. Archaeology is the study of the physical remains of civilizations. Archaeologists generally study civilizations that no longer exist (e.g., Classical Greek). Archaeologists strive to reconnect our own living cultures with those of our ancestors and to understand how people lived in the past, how they interacted with each other, how their civilizations came to be, and the mechanisms of their downfall.

I. GENERAL EDUCATION REQUIREMENTS	
The student must complete the General Education requirements for his/her respective degree.	
II. LOWER-DIVISION MINOR REQUIREMENTS	
	Credit Hours
Anthropology 102	3
Total lower-division hours	3
III. UPPER-DIVISION MINOR REQUIREMENTS	
Anthropology 310	3
Anthropology 420	3
Total upper-division hours	6
IV. OTHER	
Students who minor in anthropology are required to take three of the following courses:	
AY201, AY202, AY302, AY303, AY304, AY340, AY346, AY373, AY378, AY285, AY290, AY385, AY485, AY390, AY396, AY490, AY496, GK195, GK196, LN195, LN196, SY315.	

Courses taught outside the Department of Sociology and Anthropology that can count toward the anthropology minor include	
LAS301 Mayan Culture	
REL268 The World of the Bible I: The Middle East (travel course)	
REL269 The World of the Bible II: The Mediterranean World (travel course)	
Additional courses taught outside the Department of Sociology and Anthropology for which a significant portion of the class is devoted to issues of culture can, at the request of the student, be evaluated on a case-by-case basis to count toward the minor. However, under no circumstances can more than two courses outside the Department of Sociology and Anthropology be counted toward the anthropology minor.	
Total credit hours	9
Total hours required for the minor	18

Course Offerings: Sociology

SY101 Introduction to Sociology (3). Survey of the major theories, methods, and findings of sociology. Analysis of the effects of group relations on human behavior; interrelations of self, group, social institutions, community, and culture; major social processes. Offered every fall and spring semester. **PREREQUISITE TO ALL OTHER COURSES IN SOCIOLOGY.**

OTHER COURSES REQUIRED FOR THE SOCIOLOGY MAJOR:

- SY300 Social Theory and Critical Thinking (3).** Survey of social theory from the Enlightenment to the present, with a concentration on selected sociological theorists whose ideas serve as the foundation for modern sociology. Offered every spring semester; should be taken in sophomore year. Prerequisite to SY410, SY430, SY435, SY440, and SY450.
- SY410 Contemporary Sociological Theories (3).** Brief survey of the founders and founding ideas of European and American sociology in the nineteenth century; concentration on American sociological thought and theory since 1920, with major focus on developments since World War II. Examination of models and paradigms from the standpoint of systematic, metasociological criteria, including their utility in research. Offered every fall semester; should be taken in junior year. Prerequisites: SY300 and nine hours of sociology. Co-requisite: SY430. Prerequisite to SY435, SY440, and SY450.
- SY430 Quantitative Methods of Social Research (3).** Study of the processes of social inquiry and an introduction to research methods for the social sciences, with particular attention to the design and execution of quantitative social research, including the nature, goals, and logic of social research and the structure and processes of inquiry. Topics include problem formulation; causation; the role of theory in social research; conceptualization, operationalization, and measurement; reliability and validity; sampling; quantitative methods of data

collection (e.g., survey, content analysis, experimentation); coding; introduction to quantitative data analysis; and ethical and political issues of social research. Offered every fall semester; should be taken in junior year. Prerequisites: SY300 and nine hours of sociology. Co-requisite: SY410. Prerequisite to SY435, SY440, and SY450.

SY435 Methods and Styles of Social Science Communication (3). Writing course that emphasizes various types of social science documents (such as book and journal reviews, abstracts, annotated bibliographies, and the required proposal for the research thesis); communicating with lay audiences; and delivering professional presentations of scholarly work. A major component of the course is preparation of the research proposal that serves as the basis for the senior research project in SY450. Students orally present their proposals for departmental approval. Offered every spring semester; should be taken in junior year. Prerequisites: SY300, SY410, and SY430. Co-requisite: SY440. Prerequisite to SY450. (This course is also open to other social science majors and minors; for them, PE325, PSY322, or an equivalent course (to be approved by the instructor of SY435) is a prerequisite for SY435.)

SY440 Tools for Quantitative Analysis (3). Introduction to applied statistical concepts, with emphasis on the use of bivariate and multivariate statistical procedures for the analysis of data from sample surveys. Offered every spring semester; should be taken in junior year. Prerequisites: SY300, SY410, and SY430, or permission of instructor. Co-requisite: SY435. Prerequisite to SY450.

SY450 Senior Project (3). Research course in which students execute the research project they proposed in SY435 and present the findings of their studies in an oral presentation and in a final report which contains an abstract; a problem statement and research objectives or hypotheses; identification of the main concepts and variables, including their definition, operationalization, and measurement; a review of the pertinent theoretical and empirical literature; a description of the study design and execution; data analysis and interpretation; summary, conclusions, implications, and suggestions for further research; a bibliography; and a copy of the research instrument. Offered every fall semester; should be taken in the senior year. Prerequisites: SY300, SY410, SY430, SY435, and SY440.

SOCIOLOGY COURSES ON SOCIAL INSTITUTIONS:

SY255 Sociology of Families (3). Analysis of the social basis of families, including the organization and functions of the family as a social institution, a primary group, and a set of roles; emphasizes contemporary U.S. families, with particular attention to issues of gender, race, ethnicity, social class, and sexuality.

SY326 (REL326) Sociology of Religion (3). Exploration of the role of religion in human societies and how it is manifested in social behavior; examination of theoretical approaches from Weber and Durkheim to modern empirical studies. Focuses on the interrelation of religion, society, and culture; religion and social change; religion and social stratification.

SY365 Sociology of Education (3). Examination of the social forces that shape and are shaped by formal education, including macrosociological relations between schools and society and microsociological perspectives on educational processes. Focuses on the structure and functioning of the contemporary U.S. educational system, with some emphasis on cross-cultural variation and the historical foundations and transformation of educational systems and with particular attention to the role of education in maintaining social stability and social inequality.

SY370 Work, Occupations, and Professions (3). Analysis of the social organization and meaning of work and of trends in occupational and industrial structures and the labor market; emphasizes contemporary U.S. society, with particular attention to issues of gender, race, ethnicity, and social class.

- SY375 Sociology of Health and Illness (3).** Examination of the social and cultural dimensions of health, illness, and health care delivery; topics include the hospital, the medical professions, attitudes and beliefs about health, and social and demographic factors in the distribution of illness. Examination of debates about the financing and organization of health care and alternatives to the traditional practice of medicine.
- SY380 Sociology of Law (3).** Study of law as a social phenomenon, including the development of legal norms and how they are related to social institutions. Emphasizes such areas as courts, judges, lawyers and legal training, prisons, as well as the social perception of the validity of law and legal definitions.

SOCIOLOGY COURSES ON SOCIAL ISSUES AND INEQUALITY:

- SY201 Social Problems (3).** Exploration of the nature and meaning of social problems and deviant behavior and the incidence and characteristics of selected social problems of major public interest. Evaluation of proposed social planning for alleviation of social problems.
- SY247 Social Deviance (3).** Examination of behavior which is viewed negatively by society. Analyzes theories of deviance and how deviance is related to conventional values, roles, and institutions. Consideration of deviance as a social construction and a political phenomenon. Also covered may be crime, delinquency, sexual deviation, drug dependency as specific forms social deviance.
- SY280 Sociology of Addictions (3).** Analysis of current thinking about the causation, identification, nature, and consequences of various types of addiction; examples range from caffeine and nicotine to alcohol and other drugs to food or fasting to gambling to love and sex to religion. Examination of specific concepts and controversies in the addiction treatment field. Description and evaluation of schemes of recovery, rehabilitation, and cure.
- SY302 Criminology (3).** Consideration of the extent and nature of crime in the U.S., including theories of crime causation and the nation's response to crime via the criminal justice system (police, courts, corrections).
- SY304 Social Inequality (3).** Examination of the social processes that produce and maintain inequality in modern society based on class relations, gender, and race. Consideration of the effects of economic deprivation on personal life chances; analysis of the American value system; exploration of alternative social structures which minimize social inequality.
- SY307 Race, Nationality, and Immigration (3).** Analysis of the role of race and nationality in the society and cultures of the U.S.; patterns of conflict and cooperation; individual and institutional prejudice and discrimination; relation of race and nationality to ethnicity, inequality structures, and social change. Evaluation of attempts to provide remedies for discrimination and its consequences and discussion of current patterns and problems of immigration.
- SY312 Gender and Society (3).** Exploration of the social construction and dynamics of sex, gender, and sexuality; the conditions and events that shape men's and women's lives and consciousness; and the consequences of these for individuals and society. Emphasizes women and men in contemporary U.S. society, but may consider historical, cross-cultural, biological, psychological, and social evidence to evaluate similarities and differences between women's and men's experiences, relationships, and social statuses. Analyzes the interaction of gender, sexuality, race, ethnicity, and social class.
- SY345 Aging and Society (3).** Analysis of the demographic, social, and cultural factors related to aging; the impact of aging members on the family, community, and larger society; intergenerational relations; problems of aging. Discussion of institutional services and social policies affecting the aged and cross-cultural differences in the experience of aging.

- SY377 Gender/Women's Health Issues (3).** Seminar that examines the major concerns surrounding gender and health; focuses on how gender, age, class, and race/ethnicity interact to create particular definitions of health/illness; to shape health/illness behaviors and the use of health care services; and to determine health care policy, programs, and research.

SOCIOLOGY COURSES ON SOCIAL CHANGE:

- SY309 Collective Behavior and Social Movements (3).** Examination of spontaneous, unstructured, and transient patterns of social action, such as mass hysteria, fads, rumors, crowds, riots, and revolutions. Special attention given to the nature of human communication in mass society (public opinion, propaganda, and rumor).
- SY315 Population, Society, and Environment (3).** Analysis of population trends and phenomena in relation to their social setting and the environment; fertility, mortality, migration as components of population change; problems of population growth.
- SY337 Sociology of Developing Societies (3).** Analysis of social change, social movements, stratification, economic dependency, and political conflict in developing countries, with special emphasis on Latin America, Africa, and the African Diaspora.
- SY355 Sociology of the City (3).** Consideration of the origin and growth of cities and the metropolitan community; nature of social relations in metropolitan areas; spatial organization of the urban community; community problems.
- SY372 Social and Cultural Change (3).** Study of the nature, causation, and consequences of social and cultural change in diverse social settings; processes of change, including adoption and diffusion of innovation, social movements, and instigated, directed change; visions of desirable futures. Focuses on the U.S., but also examines the structure and dynamics of global interdependence as they relate to processes of social and cultural change in the U.S.

OTHER SOCIOLOGY COURSES:

- SY285, 385, 485 Independent Study (3, 3, 3).** Students may take more than one SY285, 385, or 485 course during their career with different titles and contents.
- SY290, 390, 490 Topical Seminar (3, 3, 3).** A course initiated by student interest, contingent upon the expertise of current departmental faculty. Students may take more than one SY290, 390, or 490 course during their career with different titles and contents.
- SY396, 496 Internship in Sociology (3, 3).** Opportunity to explore a substantive area of sociology in an applied setting; setting, structure, requirements, and outcomes are negotiated with the individual instructor guiding the internship. Prerequisite: major status and permission of instructor. Students may take more than one SY396 or 496 course during their career with different titles and contents.
- SY465 Clinical and Applied Sociology (3).** Analysis of the uses of the theory, method, and data of sociology; policy, planning, and evaluation applications to various interest areas, such as counseling, business, education, race relations, mass communications, deviance, and the environment; the sociologist as consultant, applied researcher, advocate, and change agent. Prerequisite: major or minor status and twelve hours of sociology.

COURSE OFFERINGS: ANTHROPOLOGY

- AY102 Introduction to Anthropology (3).** Introduction to principles and concepts of physical and cultural anthropology. Traces humans' biological origins and discusses the diversity found in family, economic, political, and religious institutions throughout the world. Offered at least once a year. Prerequisite to AY310, AY420, AY340, AY373, AY396, and AY496.

OTHER COURSES REQUIRED FOR THE ANTHROPOLOGY MINOR:

- AY310 Field Research Methods in Anthropology (3).** Comprehensive introduction to the qualitative field research methods of anthropology, including participant observation, network analysis, historical methods, surveys, linguistic methods, cross-cultural comparative research, and visual anthropology. Examination of research design and strategies, the difficulties of doing field research with human participants, and the ethics of anthropological research. Offered at least once every two years. Prerequisite: AY102.
- AY420 Anthropological Theory (3).** Examination of the historical foundations of anthropological theory and the theoretical perspectives of historical particularism, functionalism, cultural ecology, structuralism, evolutionary and neoevolutionary theories, symbolic and interpretive theories, feminist theories, and post-modernism. Offered at least once every two years. Prerequisite: AY102.

OTHER ANTHROPOLOGY COURSES:

- AY201 (AH201) Introduction to Classical Art and Archaeology (3).** Study of the art and archaeology (the study of the material remains of cultures) of the Classical world, beginning with the Neolithic and continuing through the early imperial period. Highlighted are sanctuary architecture, pottery, and sculpture. Prerequisite to AY304.
- AY202 Introduction to Physical Anthropology (3).** Exploration of the basics of evolutionary theory, primate development and behavior, and the hominid fossil record. Illustration of what constitutes anthropological study, techniques, and methodology. Highly recommended for anthropology minors.
- AY302 African-American Religious Experiences (3).** Examination of the faith traditions of African Americans from their own perspectives and those of their contemporaries. Emphasizes Christianity, but also considers the process of syncretization with African faith traditions. Culminates in an examination of the position of the Catholic church regarding slaves and the institution of slavery, as well as its attitudes toward the involvement, participation, and agency of African Americans as laity, clergy, and scholars.
- AY303 Slavery in the Classical World (3).** Consideration of the questions, how was freedom defined and perceived in the ancient world and to whom would this definition apply? Examines questions of status and freedom from the eyes of the servile populations of classical Greece and Rome. Discusses servile responsibilities and rights, how the institution of slavery changed over time, and the attitudes of the elite toward the individual slave as well as toward the institution itself.
- AY304 Greek Religious Experiences: From Temple to Tomb (3).** Exploration of sacred space and the forms that it took in the Bronze Age through Classical Greece. Addresses why certain types of space—shrines, sanctuaries, and temples—were meant for the living, while tombs and cemeteries were intended for the dead. Considers how sacred space was designed and consecrated to bring the individual as well as the community into close contact with the supernatural. Prerequisite: AY201.
- AY340 Comparative Cultures (3).** Study of the continuum of cultural complexity and theories of specific and general cultural evolution in world societies. Examines diversity in basic social institutions (family, politics, economy, and religion) through ethnographies that represent non-Western egalitarian bands, less egalitarian tribal societies, non-egalitarian chiefdoms, and stratified state level societies. Prerequisite: AY102.
- AY346 Anthropology of Aging (3).** Uses readings, lectures, films, ethnographic fieldwork, and discussions to examine the process of aging and the experiences of older adults in non-Western societies. Emphasizes a cross-cultural, comparative perspective to discover cultural universals in the aging process and cultural variables that change over time and from society to society.

- AY373 Cultural Change (3).** Uses a cross-cultural, comparative perspective to analyze the major dynamics of culture change, including the process of sociocultural evolution from simple band to tribes, chiefdoms, and state level societies; the mechanisms of change (innovation, discovery and diffusion); forced change (conquest, acculturation, culture loss); directed cultural change (applied anthropology); folk societies and the process of modernization; indigenous movements for culture change (revitalization cults, rebellion and revolution); and the process of globalization. Prerequisite: AY102.
- AY378 Medical Anthropology (3).** Examination of health and illness from a cross-cultural, comparative perspective. Topics include the biocultural and cultural approaches to medical anthropology; genes, culture, and adaptation; ethnomedicine and ethnopharmacology; cross-cultural variation in healers; food habits and health; and applying medical anthropology through case studies.
- AY396, 496 Internship in Anthropology (3, 3).** Opportunity to explore a substantive area of anthropology in an applied setting; setting, structure, requirements, and outcomes are negotiated with the individual instructor guiding the internship. Prerequisite: major or minor status and permission of instructor. Students may take more than one AY396 or 496 course during their career with different titles and contents. Prerequisite: AY102 or SY101.
- AY285, 385, 485 Independent Study (3, 3, 3).** Students may take more than one AY285, 385, or 485 course during their career with different titles and contents.
- AY290, 390, 490 Topical Seminar: Anthropology (3, 3, 3).** A course initiated by student interest, contingent upon the expertise of current departmental faculty. Students may take more than one AY290, 390, or 490 course during their career with different titles and contents.
- GK195, 196 Classical Greek I/II (3, 3).** For students who have had little or no previous Greek, these courses give students a thorough understanding of the grammar and vocabulary of Attic Greek. GK195 is a prerequisite to GK196.
- LN195, 196 Latin I/II (3, 3).** For students who have had little or no previous Latin, these courses give students a thorough understanding of the Latin language. LN195 is a prerequisite to LN196.

SPORT MANAGEMENT

M. Skelton (Chair)

The growth of the sport industry has created a need for competent sport professionals trained in administration, marketing/promotion, accounting, and economics. A major in sport management prepares students for careers in the sport industry in areas such as sport marketing and management, sport administration, public relations, and sports information. Students in sport management (SM) are provided opportunities to work with sport professionals in the university, local or state sport community. The SM department is housed in the newly constructed Wilson Athletic Center providing students with a full-equipped, modern learning environment. In addition to this facility, the School of Business Administration provides SM students a modern educational facility for professional business education.

Bachelor of Arts Degree in Sport Management

I. GENERAL EDUCATION REQUIREMENTS:		Select three courses (9 credit hours) from the following: SM 301, SM 315, SM 320, SM 321, SM 350, SM 440	
The student must complete the General Education requirements for a Bachelor of Arts degree in the College of Arts and Sciences			
II. LOWER-DIVISION MAJOR REQUIREMENTS:		Total upper-division hours	
		25	
Credit Hours		IV. OTHER REQUIREMENTS	
SM 210	1	IH 409 or DS 280	3
SM 230	3	ES101/ES103	3
Total lower-division hours		ATG 213 or ATG 211	3
4		MGIT 305	3
III. UPPER-DIVISION MAJOR REQUIREMENTS:		MKT 315	3
SM 396	3	BL 407	3
SM 422	3	Total other hours	
SM 426	3	18	
SM 435	3	Total hours required for the major: 47	
SM 497	1	V. ELECTIVES: Hours to total a minimum of 120	
SM 498	3		

MINOR IN SPORT MANAGEMENT

I. LOWER-DIVISION MAJOR REQUIREMENTS:		SM 435	3
SM 230		One additional upper	
Total lower-division hours		division SM course	3
3		Total upper-division hours	12
II. UPPER-DIVISION MAJOR REQUIREMENTS:		Total hours required for the minor: 15	
SM 422	3		
SM 426	3		

Course Offerings

First-year students may register only for 100 and 200 level classes.

- SM112 Golf (1).** Fundamentals, techniques, and concepts to play the game. Golf rules and etiquette.
- SM210 Seminar in Sport Management (3).** The goal of this course is two-fold: to provide students with the knowledge, concepts, and principles that govern the field of sport management, and to familiarize students with the many careers and opportunities available in the sport industry.
- SM230 Sport in a Changing Society (3).** This course will introduce the student to the complex field of sport as a social activity. The emphasis is on issues in sports, and sport related behaviors as they occur in social and cultural contexts.
- SM301 Sport History (3).** A survey of the history of various sports and how they developed to present day. The course will examine the distinctive developments of various sports from colonial America to their impact on contemporary society.
- SM315 Sport and Exercise Psychology (3).** Provides a strong base of knowledge on theory, research, and practice in sport and exercise psychology; equips students with essential information and suggestions of practical value for leadership roles in wellness/health promotion, corporate and commercial fitness, cardiac rehabilitation, sport management, and related areas.
- SM320 Applied Coaching Theory (3).** Designed to prepare the student in developing an educationally sound athletic program based upon scientific principles of exercise science. The course will enable the participant to acquire knowledge that will improve coaching effectiveness.
- SM321 Sports Journalism (3).** This course is designed to teach the basics of sports journalism; it will emphasize the abilities and knowledge necessary for the communication field.

- SM350 Sport Ethics (3).** This course will address and investigate the moral issues facing sport professionals from a philosophical point of view by presenting an array of ethical theories that can be used to analyze both general issues and particular cases. It is designed to introduce students to current ethical dilemmas in the sports industry and to develop their ability to think critically about these issues.
- SM396 Internship in Sport Management (3).** An on-campus or off-campus daily learning experience and activity in a sport management setting. It will provide an orientation, observation, and practical experience within the sport industry. Open to majors only.
- SM422 Sport Law and Legal Issues (3).** A background and understanding of the legal system in the United States and an overview to understand how law is used, the types of litigation involved, and the standard of care required in sports settings is provided in this course. Prerequisite: junior or senior status.
- SM426 Sport Leadership and Administration (3).** Theory and essence of leadership techniques in sport settings; special applications in program details; human resource management, finance and budgeting, facility and equipment management, event administration. Prerequisite: MGT 305.
- SM435 Promotions and Development for Sports Programs (3).** Designed to teach students how to promote athletic events, methods for marketing games and contests, and basic athletic fund-raising techniques. Prerequisite: MKT 315.
- SM440 Special Topics (3).** A lecture/discussion course designed to enhance the curriculum by allowing students an opportunity to gain knowledge and understanding in a specialized topic in their field of expertise such as NCAA Rules & Regulations. Prerequisites may apply.
- SM497 Senior Research Proposal (1).** Preparatory course for Senior Research; students will identify a topic in a selected field of study, review pertinent literature, and formulate a research question. Open to majors only.
- SM498 Senior Research Project (3).** Students will demonstrate competency of the research process by conducting a research study in their field of expertise, writing a research paper, and presenting their research in a senior forum. Prerequisite: SM 497.

TEACHER EDUCATION

P. Coggins; C. Corcoran; E. Dershimier; E. Heins; R. Leahy; D. MacIsaac; C. Oliver; W. Pelaia; A. Perry (Chair); K. Piechura-Couture; M. Tichenor; D. Touchton

Introduction

The mission of the Department of Teacher Education is to educate teachers and administrators to act as competent, effective, and knowledgeable facilitators of learning disposed to using technology and research practices to enhance K-12 education; to create a community of learners responsive to the developmental and social needs of diverse learners; and to respond to needs and advocate for change at local through global levels. The Department of Teacher Education resides within the Division of Education. The programs offered by the unit meet University requirements for graduation as well as the certification requirements of the Florida Department of Education.

The Department of Teacher Education at Stetson University is accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Ave., NW, Suite 500, Washington, DC 20036; phone (202) 466-7496. NCATE is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers and other professional school personnel. This accreditation covers undergraduate preparation programs in

elementary education K-6; secondary programs (6-12) in biology, chemistry, English, mathematics, and social science; K-12 programs in music and modern languages (Spanish, French, and German) with ESOL endorsement and graduate preparation programs in exceptional student education and reading. See Graduate Education in the Department of Teacher Education for detailed information on graduate programs in exceptional student education, educational leadership, and reading.

Two endowed chairs reside within the Teacher Education Department, The Jessie Ball duPont Chair, established in 1984, and The Nina B. Hollis Chair for Educational Reform, established in 2000.

Responsibility for Teacher Education programs within the unit rests with the Chair of the Department of Teacher Education. The Undergraduate and Graduate Councils review program requirements, recommend policy and procedures, monitor student progress, and serve as a board of appeal for students seeking exceptions to established policy.

Admittance to undergraduate programs is determined by the Undergraduate Council. The Council considers numerous factors prior to making a determination of admittance. Admission may be contingent upon availability of space within the program. All students should make application for admission at the Undergraduate Teacher Education Office during the first semester of their tenure at Stetson.

Admittance to graduate programs of study is determined by the Graduate Admissions Committee. A description of graduate programs appears in the graduate section of this *Bulletin*.

UNDERGRADUATE TEACHER EDUCATION

Director: Elizabeth Dershimier

Coordinator of Student Teaching: Mercedes Tichenor

Undergraduate Council: M. Raymond (English); C. Corcoran; E. Dershimier;

R. Indralingam (Natural Sciences); D. Szecei (Mathematics); C. Oliver; A. Small (Music);

M. Tichenor; C. Vedder (Social Science)

Undergraduate Degrees and State Certifications

The Department of Teacher Education offers state-approved (FLDOE) programs in elementary education K-6; secondary programs (6-12) in biology, chemistry, English, mathematics, and social studies; and K-12 programs in music and modern languages— Spanish, French, and German. The Elementary Education K-6 and English 6-12 programs provide ESOL endorsement as mandated by the State of Florida.

In addition to its approved certification programs, the department offers certain courses accepted by the Florida Department of Education for Florida certification. For specific courses consult with the Office of Undergraduate Teacher Education.

The State of Florida has mandated a prescribed core of general education courses for all students preparing to teach. **In order to complete a teacher education program in four years, it is imperative that entering first-year and transfer students see an education adviser prior to registering for any courses.**

Admission Requirements

To be considered for admission to the Teacher Education program, a student must

1. complete an application for admission to a program of study leading to certification;
2. present a minimum 2.5 grade point average for all college work (defined as all courses taken at Stetson);
3. present a grade of C or higher for EH121 and EH131. If a student is unable to present a grade of C or higher for either of these courses, a grade of C or higher must be presented for EH211;

4. meet communications requirement with a grade of C or higher in one of the following courses: CN201, CN205, CN206, or CN208;
5. submit SAT score of 960 or a composite ACT score of 20 or after a one semester appeal submit a score on the SAT or ACT, have a GPA of 3.0 or better, and write an acceptable essay on a specific topic in education (topic to be chosen by Director or Chair of Teacher Education and written under supervision);
6. present a passing score on all areas of the General Knowledge (GK) Test;
7. earn a grade of C or better in EN245 (Social Foundations of Education), EN255 (Educational Psychology), and EN 265 (Principles and Methods of Instruction for Diverse Populations);
8. present an average grade of C or better in specialization courses (major field of study);
9. present positive recommendations from three professors in support of admission to Teacher Education, two of the recommendations must be from education professors;
10. receive a satisfactory behavior recommendation from the Office of Campus Life at Stetson;
11. complete a successful interview with faculty representatives if a review of performance in foundation courses suggests weakness;
12. be a member of FFEA or of CDA or CMEC for music students, submit a planned program statement. Planned program must be coordinated between student and adviser(s). Secondary and music majors must also be assigned a consulting education adviser. **ALL** students **MUST** meet with their education adviser every semester;
13. obtain a copy of *The Undergraduate Student Handbook*.

Note: At any checkpoint within the student's program, if there is a concern about the student's appropriate progress, the student may be required to meet with an education faculty committee before continuing.

Admission Review by the Undergraduate Council

After considering all of these requirements, the Undergraduate Council will determine whether an individual student will be admitted. The Council may choose not to admit a student based on an interview even though other requirements have been satisfied.

Admission also may be contingent upon availability of space within the program.

Students must make application for admission to Teacher Education at the Undergraduate Teacher Education Office during the first semester of their freshman year. Transfer students must apply during the first semester of their residence. The chair of the department must be consulted before transfer students take their first courses at Stetson because of the specific general education requirements mandated by the State of Florida.

Admission to Student Teaching

To be admitted to student teaching a student must

1. be admitted into the Approved Teacher Education Program;
2. complete Student Teaching Application;
3. complete Student Teaching Placement Packet;
4. present favorable recommendations from three professors in support of admission to Student Teaching;
5. present evidence of a passing score on one of the two Florida Teacher Certification Examination (FTCE) exams—Professional Exam or Subject Area Exam in teaching major;
6. present a grade of C or better in professional education core courses;

7. present a grade point average of 2.5 or better in major content area and overall;
8. present satisfactory documentation of 8 out of 12 Accomplished Practices at the junior level;
9. receive a satisfactory behavior recommendation from the Office of Campus Life at Stetson;
10. fulfill computer competency requirement through satisfactory completion of the Computer Passport or through completing one of the following courses with a C or better: IS191, EN233, or MC457/DA371;
11. complete drug screening and fingerprinting as required by county school board(s).

Exit Requirements

In order to graduate from the University with a degree in Teacher Education (all majors), a student must satisfactorily complete ALL State testing requirements (all required portions of the FTCE).

Exit requirements for approved program graduates also include

1. a cumulative grade point average of 2.5 or better;
2. a grade of C or better in professional education core courses;
3. a grade point average of 2.5 or better in content teaching area;
4. satisfactory portfolio presentation;
5. satisfactory documentation of each of the 12 Accomplished Practices at the Pre-professional level;
6. completion of the student teaching experience with a passing grade;
7. evidence of passing scores on ALL required areas of the FTCE.

NOTE: Continuous program review and revision may invalidate the above stated requirements. Consultation with the Office of Undergraduate Teacher Education is necessary to ensure fulfillment of program requirements.

Elementary Education (Grades K-6) with ESOL Endorsement Bachelor of Arts or Bachelor of Science

- I. GENERAL EDUCATION REQUIREMENTS
(State Mandated)
These general education requirements must be met by students entering their first year of college after July 1, 2001:
 - ◆ Nine (9) semester hours in English to include writing, literature, and speech
 - ◆ Nine (9) semester hours in science to include earth science, life science, and physical science, with a minimum of one associated laboratory
 - ◆ Nine (9) semester hours in mathematics to include college algebra or above and geometry
 - ◆ Twelve (12) semester hours in social sciences to include American history and general psychology
 - ◆ Six (6) semester hours in humanities to include philosophy and fine arts

See your adviser for additional Stetson University general education requirements.

- II. LOWER-DIVISION MAJOR REQUIREMENTS
Credit Hours
Education 245.....3
Education 255.....3

Education 265.....	3
Education 270.....	3
Total lower-division hours	12
III. UPPER-DIVISION MAJOR REQUIREMENTS	
Education 310.....	3
Education 323.....	3
Education 324.....	3
Education 325.....	3
Education 326.....	3
Education 327.....	3
Education 328.....	3
Education 395.....	3
Education 424.....	3
Education 429.....	3
Education 430.....	9
Education 433.....	3
Education 437.....	3
Education 474.....	3
Education 498.....	3
Total upper-division hours	51
Total hours required for the major:	63

Secondary Education
Bachelor of Arts or Bachelor of Science

I. GENERAL EDUCATION REQUIREMENTS (State Mandated) These general education requirements must be met by students entering their first year of college after July 1, 2001:		Education 433.....3
♦ Nine (9) semester hours in English to include writing, literature, and speech		Education 437.....3
♦ Nine (9) semester hours in science to include earth science, life science, and physical science, with a minimum of one associated laboratory		(English Secondary Education majors only)
♦ Nine (9) semester hours in mathematics to include college algebra or above and geometry		Education 474.....3
♦ Twelve (12) semester hours in social sciences to include American history and general psychology		Total core hours36-39
♦ Six (6) semester hours in humanities to include philosophy and fine arts		
Note: Many of the above courses are specific courses. Please check with an education adviser. Also, see your adviser for additional Stetson University general education requirements.		
II. COMMON CORE OF PROFESSIONAL REQUIREMENTS FOR THE PROGRAMS IN SECONDARY EDUCATION		III. SPECIAL METHODS COURSES IN EDUCATION
	Credit Hours	Students in the various programs take special methods courses as indicated:
Education 245.....	3	Biology Education
Education 255.....	3	Education 331.....3
Education 265.....	3	Chemistry Education
Education 326.....	3	Education 331.....3
Education 395.....	3	English Education
Education 427.....	3	English 3313
Education 429.....	3	Modern Language/French, German or Spanish
Education 430.....	9	Education 361.....4
		Mathematics Education
		Education 3313
		Music Education
		Education 337.....3
		Instrumental: Music 3513
		Music 353, 3542,2
		Vocal: Music 351, 3543,2
		Social Science
		Education 331.....3
		EN437 is recommended for all other secondary education students

Minor in Education

The Minor in Education prepares students to better understand the roots of educational issues, such as the purposes of education, the motivational atmosphere in which learning takes place, and areas of difficulty often encountered by students in schools today. This minor is not designed to satisfy the requirements for teacher certification in Florida.

To declare this minor the student must have		II. UPPER DIVISION REQUIREMENTS
♦ an overall GPA of 2.5 in all college work at Stetson University;		Education 395.....3
♦ an adviser in the Teacher Education Department in addition to his/her major adviser.		Education 427.....3
I. LOWER DIVISION REQUIREMENTS		Education 433 or
Education 245.....	3	Education 437.....3
Education 255.....	3	Total hours18
Education 265.....	3	

General Studies in Education

This is a non-teacher certificate program. Only students who have already been admitted to the elementary education program are eligible for this degree. Students entering this major must have the approval of the Undergraduate Teacher Education Council.

I. GENERAL EDUCATION REQUIREMENTS	
The requirements are the same as those for the College of Arts and Sciences except that mathematics must be presented as one of the other three courses from the Natural Sciences Division.	
II. LOWER DIVISION MAJOR REQUIREMENTS	
	Credit Hours
Education 245.....	3
Education 255.....	3
Education 265.....	3
Education 270.....	3
	<hr/> 12
III. UPPER DIVISION MAJOR REQUIREMENTS	
Education 310.....	3
Education 323.....	3
Education 324.....	3
Education 325.....	3
Education 326.....	3
Education 327.....	3
Education 328.....	3
Education 395.....	3
Education 433.....	3
Education 437.....	3
Education 498.....	3
	<hr/> 33

CN205.....	Interpersonal Communication
CN208.....	Intercultural Communication
EH211.....	Intermediate Expository Writing
EH312.....	Journalism
IH211.....	Community First Aid, CPR & Safety
IH219.....	Health and Wellness
JN290.....	Public Relations
JN390.....	Editing and Publishing
JN391.....	Broadcasting
PSY313.....	Child Psychology
PSY314.....	Adult Development and Aging
PSY333.....	Social Psychology
SY302.....	Criminology
SY324.....	Social Inequality
SY327.....	Race, Nationality, and Immigration
SY365.....	Sociology of Education

In some circumstances, the department chair may allow a student to substitute another course or other courses from other departments within the College of Arts and Sciences.

For information on graduate degrees in Education, see the "Graduate Programs/Arts and Sciences."

IV. OTHER

In lieu of the fifteen (15) hours for the student teaching block, the candidates for this degree will, with adviser approval, select a minimum of five courses from among the following areas (a minimum of four courses must be outside education):

Undergraduate Course Offerings

Any 300-level courses not in a block may be taken prior to acceptance into the approved program with permission of the Director of Undergraduate Teacher Education.

- EN233 Technology in the Classroom (3).** This course is designed to provide theoretical and practical knowledge on the use of technology in education. It introduces the use of technology as a teacher productivity tool, an instructional tool, and a learning tool.
- EN245 Social Foundations of Education (3).** Introductory course. Examines historical, philosophical, and social forces affecting education. Includes systematic observation in public schools.
- EN255 Educational Psychology (3).** The learning process; motivation; introduction to behavioral theories of learning, information processing models, and meaningful learning; evaluation strategies and testing. Includes systematic observation in the public schools.
- EN265 Principles and Methods of Instruction for Diverse Learners (3).** Introductory course. Provides a foundation for upper-division coursework in education for diverse populations. Emphasis will include research-based literature on learning and teacher effectiveness; grouping for instruction; classroom management; general methods of implementing curriculum in the classroom. Includes systematic observation in schools.
- EN270 Introduction to Exceptional Student Education (3).** Foundational course in exceptional student education and multicultural education. Treats prevalence, causes, characteristics and problems of all types of special populations with consideration given to school programs and special curricula for each exceptionality.

PREREQUISITE FOR MOST UPPER-DIVISION COURSES: ADMISSION TO TEACHER EDUCATION. An asterisk * indicates the course may be taken by elementary education majors prior to admission to an approved program. A double asterisk** indicates the course may be taken by secondary education majors prior to admission to an approved program.

- EN310 Methods of Integrating Arts in the Elementary School (3).** Methods of incorporating music, art, drama, and movement into the elementary curriculum in ways that support and enhance acquisition of the curricular content. EN310, EN328, EN395, EN424, and EN498 are taken as a unit.
- EN323 Foundations of Reading Instruction (3).** An introductory course focusing on the development of literacy. Examines research on teacher effectiveness and reading; provides an overview of various approaches to teaching reading; and emphasizes skill development in areas of phonological awareness, phonics and word study, fluency, vocabulary, and comprehension. EN323, EN324, EN326, EN327, and EN433 are taken as a unit.
- EN324 Language Arts and Literature for Children (3).** Theory/methodology for teaching language arts and literature at the elementary school level; emphasis on teaching strategies for integrating listening, speaking, reading, writing, viewing, and visually representing activities; includes observation/participation in school settings. EN323, EN324, EN326, EN327, and EN433 are taken as a unit.
- EN325 Literacy in the Content Areas (3).** Reading researchers and national tests document the reading difficulties of students in grades 3 through 6. This course covers these difficulties in relation to what the classroom teacher can do directly and which problems need professional help. Students are provided with a broad background of information, knowledge and understanding of reading skills that are essential to increasing reading proficiency across the content areas
- EN326** Assessment and Evaluation (3).** This course examines concepts and skills related to designing, administering, evaluating, interpreting, applying, and communicating results of classroom tests to include both performance and objective assessments. This course will also examine concepts and skills in administering, interpreting, applying, and communicating results of standardized assessments. Emphasis will be on the use of assessment tools to improve instruction and student achievement. Elementary Education majors take EN323, EN324, EN326, EN327, and EN433 as a unit.
- EN327 Modern Elementary School Mathematics (3).** Theory and methods for teaching mathematics in the elementary school; includes observation and participation in school settings. EN323, EN324, EN326, EN327, and EN433 are taken as a unit.
- EN328 Natural & Social Sciences in the Elementary School (3).** The National Education Standards, through a constructivist perspective, will guide the presentation of methods and materials for teaching science. Theory and methods for integrating the six social studies will be guided by the National Council for the Social Studies. Strategies for teaching global awareness, democratic citizenship, and values are included. Health Sunshine State Standards will be included 1-6. EN310, EN328, EN395, EN424, and EN498 are taken as a unit.
- EN329 Instructional Strategies for Students with Mild Handicaps, Elementary (3).** This is a required course in the exceptional student education (E.S.E.) minor; it is required for certification in E.S.E. Focuses on specialized approaches to teaching academic, social, and behavioral skills to students with mild disabilities in an elementary setting. Requires a seven-week internship teaching students who have mild handicaps (e.g., learning disabled, emotionally impaired, developmentally disabled). EN329 and EN330 are taken as a unit. Prerequisites: EN255 and EN265.
- EN330 Instructional Strategies for Students with Mild Handicaps, Middle/Secondary (3).** Focuses on modifying curricula lesson planning and developing curricula for mildly handicapped students in the middle or secondary school. Covers specialized approaches to teaching academic, social and behavioral skills to students with mild disabilities. Requires a seven-week internship teaching students who have mild handicaps (e.g., learning disabled, emotionally impaired, developmentally disabled). EN329 and EN330 are taken as a unit. Prerequisites: EN255 and EN265.

- EN331 Special Methods in the Middle and Secondary School (3).** Preparation, presentation, and evaluation of materials, including ESOL strategies, used in teaching particular secondary or K-12 school subjects. A field component is required.
- EN334*/** Special Topics in Technology (3).** This course will be on the uses of instructional technology to enhance teaching and learning. Topics may include in-depth study of media resources, web page design, video production, or other emerging technologies.
- EN337 General Methods of Teaching and the Teaching of Reading and Writing in Music Education (3).** This course for music education majors explores various general facets of school teaching: the realities of teaching, methods for presentation of content, dynamics of classroom life, challenges of multicultural concerns, and current trends in education. Includes the teaching of reading and writing as it applies to teaching in the music classroom and ensemble. Prerequisite: Admission to Teacher Education.
- EN347 Nature and Needs of Mildly Handicapped Students (3).** A cross-categorized course dealing with characteristics, methods, and techniques appropriate for students who are learning disabled, emotionally handicapped, and educable mentally handicapped. Curriculum materials, including current innovations and trends, will be presented.
- EN361*/** Special Methods of Teaching Foreign Languages K-12 (4).** Curriculum materials, teaching techniques, observations on and off campus, and use of instructional media in the foreign language classroom. Prerequisite: Senior standing in the target language or permission of the instructor.
- EN368 Field Experiences in Germany (3).** This is an off-campus course examining the German educational system. Through readings, field placements in local schools in Freiburg, Germany, participation in various lectures at the Paedagogische Hochschule (PH), field-trips, and classroom experiences prior to the date of departure, this course will provide students a unique cultural perspective on the German educational system.
- EN369 Field Experiences in Mexico (3).** This is an off-campus course examining the Mexican educational system. Through readings, field placements in local schools in Guanajuato, Mexico, and classroom experiences prior to the date of departure, this course will provide students a unique cultural perspective on the Mexican educational system.
- EN385,386 Independent Study (2—6).** Opportunity to explore in greater depth aspects of selected topics in the field of education treated in basic courses. Projects must be approved by department chair.
- EN395 Junior Field Experience (3).** Working with individual learners, small groups, and whole classes in various school-based experiences. Minimum of four hours per week in a school classroom setting; includes observation, planning and teaching. The Twelve Accomplished Practices, as they relate to portfolio development, will be stressed. Graded on a pass/fail basis. Elementary Education majors take EN310, EN328, EN395, EN424, and EN498 as a unit. Secondary Education majors take EN395 and EN331 as a unit, or by permission of instructor.
- EN424 Diagnosis and Correction of Difficulties (3).** Builds on skills developed in EN323, EN324 and field experiences in teaching reading and writing to elementary school students. Use of diagnostic prescriptive techniques in identifying and correcting reading problems, along with early intervention strategies. EN310, EN328, EN395, EN424, and EN498 are taken as a unit.
- EN427 Improving Reading and Writing Skills in the Middle/Secondary School (3).** For middle and secondary school teachers of all subjects. Causes of reading difficulties; diagnostic tests; techniques for improving study habits and reading skills. Students are provided with a broad background of information, knowledge, and understanding of reading skills that are essential to increasing reading proficiency across the content areas.

- EN429 Senior Intern Seminar (3).** A general methods seminar designed as a culminating experience for preservice teachers. Content is based on best practices research in education. Students develop materials and teaching units/projects for implementation in classroom settings. Legal/ethical issues, crisis intervention, and professionalism are addressed. EN429, EN430, and EN474 are taken as a block.
- EN430 Student Teaching (9).** A direct, substantial, and full-day teaching experience for a minimum of 12 weeks in elementary, middle, or secondary schools. Application required one semester in advance of placement. EN429, EN430, and EN474 are taken as a block.
- EN433** Comprehensive Strategies for ESOL (3).** Provides a comprehensive foundation in ESOL (English for Speakers of Other Languages) competencies based on Florida mandates. Theory and practice will be emphasized in the areas of testing and evaluation, applied linguistics, curriculum and materials development, cross-cultural understanding and methods of teaching. Elementary Education majors take EN323, EN324, EN326, EN327, and EN433 as a unit.
- EN437*/** Cultural Diversity Education (3).** Provides perspectives, theories and strategies in cultural diversity, cultural sensitivity and multicultural education. Prepares students to work effectively with Limited English Proficient students and students from diverse cultural/ethnic backgrounds. Focuses on linkages to Educational Goals 2000 and other Florida laws on multicultural education. Meets the Contemporary Culture and the ESOL endorsement requirements. Also provides students with knowledge and skills for managing cultural diversity in the work or school environment.
- EN438 Applied Linguistics (3).** This course is designed to provide teachers with knowledge and skills to apply linguistic theories and method to enhance teaching and learning for ESOL students.
- EN474 Educational Management of Exceptional Students (3).** This course will describe methods of classroom organization, behavior management strategies, and collaboration/consultation skills. Corequisite: EN429, EN430, when enrolled in those courses.
- EN479 Nature and Needs of the Gifted (3).** This course is required for students completing an additional endorsement in Gifted Education. It focuses on definition and diagnosis of children who are gifted, including current innovations and trends in curriculum.
- EN484 Educational Procedures and Curriculum for the Gifted (3).** A course on curricular material and strategies for gifted and creative students. Learning models in curriculum building are investigated. Attention is given to characteristics, problems and needs of gifted students, including special populations, as they relate to curriculum development. Emphasizes learning styles, self awareness and motivation plus the development of creative potential. Pre-requisites: Recommended but not required: EN479 Nature and Needs of Gifted Students.
- EN485,486 Independent Study (1-3; 1-3).** Opportunity to explore in greater depth aspects of materials treated in basic courses. Projects must be approved by department chair.
- EN487 Guidance and Counseling of Gifted Students (3).** Required course for endorsement in Gifted Education. Study of the theoretical basis of counseling and the special tasks of counseling children identified as gifted as well as their families.
- EN492 Methods of Teaching English to Speakers of Other Languages (ESOL) (3).** This course presents teaching strategies which are effective with speakers of English as a second language. The material of the course will include appropriate ESOL strategies in content (mathematics, science, language arts, and social studies) instruction.
- EN493 ESOL Curriculum and Materials Development (3).** This course presents appropriate curricula and curricular materials which enhance the ability of ESOL/LEP students to acquire English and other content area knowledge. Second language acquisition theory and principles and research in curriculum and materials development are examined.

- EN494 Testing and Evaluation in ESOL (3).** General background on issues of language testing is presented. The course examines informal and formal assessment and evaluation strategies. Opportunities to design and develop assessment instruments for learners of English as a Second Language are presented.

- EN495,496 Seminars (2—6).** Topical seminars concentrating on particular aspects of educational programs.

- EN497 Education of Special Populations of Gifted Students (3).** This course gives an overview of theory, research and practical suggestions about education of special populations of gifted students, e.g., minorities, emotionally handicapped, learning disabled, physically handicapped, sensory handicapped and speech impaired. The aim is to sketch several definitions of giftedness, then to apply these to special populations and apply this knowledge to the classroom.

- EN498 Senior Project (3).** Students, in collaboration with the instructor, undertake projects which connect educational theory with classroom practice. The outcome should enhance students' ability to evaluate educational issues in depth and to communicate that knowledge orally and in writing.

- EN499 Theory and Development of Creativity (3).** This course examines theory, research and practical suggestions about creativity that are of value to classroom teachers. The aim is to define creativity from various theoretical models, then to survey various instruments to identify and apply this knowledge to the classroom.

Theatre Arts

J. Schmitt; W. Elliott; K. McCoy (Chair)

At Stetson, theatre is a liberal art that prepares students for life beyond college, whether in graduate study, professional activity, or a career path outside the theatre. Through hands-on learning, not only do students learn about theatre, they also learn other things while doing theatre. This “training for the real world” includes developing such universal skills as working under the pressures of competition and deadlines, creative problem-solving, teamwork, and self-expression.

Outside the classroom, the theatre program helps translate theory into action through performance. We are dedicated to providing a well-rounded approach to the study and practice of theatre, striking a balance between study and application, between academic and professional opportunities, between performance and technology—with all students collaborating on an equal footing, whether as actors, technicians, designers, or directors. The Theatre Arts program emphasizes one-on-one faculty mentoring and provides plentiful opportunities for all students to participate in productions. To further enhance the learning experience, the Theatre Arts program strongly supports the development of relationships with outside arts organizations.

Bachelor of Arts

I. GENERAL EDUCATION REQUIREMENTS		III. UPPER-DIVISION MAJOR REQUIREMENTS	
The student must complete the General Education requirements for the College of Arts and Sciences for the Bachelor of Arts degree. Theatre Arts majors are expected to audition and work in some capacity for each main stage production at Stover Theatre.		Two of the following:	
II. LOWER-DIVISION MAJOR REQUIREMENTS		Theatre 395	3
	Credit Hours	Theatre 408	3
Theatre 101	3	Theatre 441	3
Theatre 201	3	Theatre 442	3
Theatre 203	3	Total upper-division hours	6
Theatre 221	3		
Total lower-division hours	12	IV. OTHER	
		An independent study, Theatre 485 or Theatre 486, may be approved for one 3-hour course.	
		Senior Project	
		Theatre 497	1
		Theatre 498	4

Four theatre workshops from the following:	
Theatre 129	1
Theatre 130	1
Theatre 229	1
Theatre 230	1
Theatre 329	1
Theatre 330	1

Theatre 429	1
Theatre 430	1
Theatre Electives (specialization area)	9
Total other hours	18

Total hours required for the major: 36

V. ELECTIVES: Hours to total a minimum of 120.

Minor in Theatre Arts

I. LOWER-DIVISION MINOR REQUIREMENTS

Theatre 101	3
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II. UPPER-DIVISION REQUIREMENTS

One of the following

Theatre 395	3
Theatre 408	3
Theatre 441	3
Theatre 442	3

III. OTHER

One of the following performance courses

Theatre 201	3
Theatre 203	3
Theatre 206	3
Theatre 302	3

One of the following technical

courses	
Theatre 221	3
Theatre 222	3
Theatre 305	3
Theatre 321	3

One theatre workshops from the following:

Theatre 129	1
Theatre 130	1
Theatre 229	1
Theatre 230	1
Theatre 329	1
Theatre 330	1
Theatre 429	1
Theatre 430	1

Theatre Elective (or approved substitute)	6
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Total hours required for the minor: 19

Course Offerings

TE101 Introduction to Theatre (3). Study of the theatre as a performance art. Survey of the aesthetic and physical development of the theatre, literature, and other elements utilized to present a theatrical production.

TE129,130, 229, 230, 329, 330, 429, 430 Theatre Workshops (1,1,1,1,1,1,1). For majors and non-majors participating in production work crews, acting, and directing in major productions at Stover Theatre. A student may not take more than one departmental workshop per semester.

TE201 Acting I (3). A study of the fundamental techniques involved in the performer's use of the body, voice, and imagination leading to greater self-confidence and imaginative expression in preparing roles in dramatic productions.

TE203 Directing I (3). An introduction to the fundamentals of directing. This includes script analysis as a basis for production and working with actors in scene work. Prerequisite: TE201 or permission of instructor.

TE206 Performance Studies (3). A study of literature through critical analysis and the experience of solo and group performance. This course is cross-listed as CN206 Performance Studies. Students who have taken CN206 may not take TE206.

TE221 Stagecraft (3). Study of the basic theory of planning, designing, drafting, construction, and rigging of scenery for a dramatic production. Laboratory required.

TE222 Stage Lighting (3). Study of design concepts, use of color, equipment, and drawings in designing the lighting for a dramatic production. Prerequisite: TE 221 or permission of instructor. Offered alternate years.

- TE228 Creative Dramatics (3).** An introduction to the theory and practice of creative dramatics as it applies to the use of drama technique in working with adolescents. The course includes the study of dramatic play as it relates to human development and developing teaching strategies and basic materials, when using creative dramatics to include role playing, story dramatization, pantomime, improvisation and theatre games as a teaching tool or means to develop plays for presentation. Offered on demand.
- TE296 Special Topics in Theatre (3).** Intensive study of selected topics related to theatre.
- TE302 Voice and Diction (3).** Theory and practice designed to help the student develop the voice for stage performance, particularly in regard to support, articulation, and expressiveness. Prerequisite: TE201 or permission of instructor.
- TE305 Costume and Makeup (3).** A study of the history, design, and construction of costumes for a theatrical production, plus the equipment and techniques of stage makeup. Laboratory work required. Offered alternate years.
- TE306 Directing II (3).** Advanced study of contemporary staging theory and practice. In addition to surveying contemporary directors and techniques, the student will direct a one-act play for public performance. Prerequisite: TE201 and 203, or permission of instructor.
- TE321 Scene Design and Painting (3).** Working with applied design theory in order to develop an anesthetic sense of the scene designer's role in a theatrical production and increase the student's proficiency with design and painting techniques.
- TE326 Acting II (3).** In-depth study and application of a variety of acting techniques in order to build a repertoire of approaches to the problem of presentation and representation in performance. Prerequisite: TE201 or permission of instructor.
- TE346 Production Management (3).** Intensive study of the organization of a theatrical production to include timetables, staff, and crew responsibilities, and preproduction planning. Offered on demand.
- TE371 Summer Theatre (3).** Intensive class and laboratory work related to summer theatre production; acting, directing, stagecraft, costume, makeup, lighting design and publicity.
- TE395 Theatre Seminar (3).** Intensive study of selected topics related to theatre. Offered on demand.
- TE408 Theories of the Theatre (3).** A study of the major dramatic theories that have influenced Western drama and theatre from classical to modern times. Alternate years. (Students who have credit for TE308 may not take this course for credit.)
- TE422 Acting III (3).** Application of advanced acting techniques to plays from selected periods of dramatic literature. Students study acting problems stemming from differences in genre, acting styles, movement and costume of various periods. Prerequisite: TE201 and TE326 Acting II or permission of instructor.
- TE441,442 Theatre History (3, 3).** Study of the development of the Western theatre to include architecture, staging, production and drama. TE441-classical to 1700; TE442-1700 to Modern. Offered alternate years. (Students who have credit for TE341 or TE342 may not take this course for credit.)
- TE485,486 Independent Study (3, 3).**
- TE497 Senior Project Proposal (1).** (Pass-fail)
- TE498 Senior Project (4).**

INTERDISCIPLINARY MINORS

These programs of study draw on faculty across disciplines and in the Schools of Business Administration and Music as well as the College of Arts and Sciences.

AFRICANA STUDIES

Coordinator: Shawnrece Miller

Africana Studies is a multi-disciplinary program of study that seeks through the humanities, social sciences, music, and the arts to explore key aspects of the past and present lives of the peoples of Africa on this continent and in the Diaspora. Drawing on University offerings in the Schools of Business and Music and in the College of Arts and Sciences, as well as special programs, such as the Thurman Program and colloquia at the College of Law, students in the minor explore a wide range of African and African American texts and gain an appreciation for the development and awakening of peoples throughout the Diaspora. Students in the minor are also encouraged to select a senior project in their majors that will allow them further to enrich their understanding of Africana Studies.

Curriculum. The minor consists of eighteen hours including the core course, AFS 100, and five other courses chosen from a number of options approved by the Committee on Africana Studies each semester. Courses in at least two departments outside the student's major field must be included in the minor, and at least nine hours of these options must be in upper-division courses. At least six credit hours must be chosen from sections A and C, and at least nine credit hours must be chosen from section B. Courses, in addition to those listed below, may be offered from time to time with the approval of the Committee.

Core Course

AFS 100 Introduction to Africana Studies (3). An introduction to the study of Africa and the African Diaspora (the forced or voluntary dispersal of Africans throughout the world). The historical experiences, contributions, and aspirations of Americans of African descent receive careful attention, as do the contemporary economic, political, and cultural challenges to African-Americans and the post-colonial experience of Africans.

Electives (15 hours)

Courses in the College of Arts and Sciences and the Schools of Music and Business may be counted toward the minor if such courses have been approved by the Africana Studies Committee. The offerings are divided into the following categories:

A. African American Electives (at least 6 hours)

- AY 302 African American Religious Experiences
- *EH 451 African American Literature
- HY 351 African American History

B. Other courses with Africana studies perspectives (at least 9 hours)

- AFS 485 Independent Study
- AFS 396 Special Topics in Africana Studies
- ES 307 Political Economy of Southern Africa
- *ES 333 Economics of Race and Gender
- *EH 454 Post-Colonial Literature
- HY 386 Africa in the Age of Imperialism
- PE 145 The Developing World
- *REL 446 Race, Gender, Class and Religion

MC 196 Jazz and 20th Century American Music
 EN 437 Cultural Diversity Education
 HY 152 American History II
 *WGS 100 Studies in Gender, Race, Class, and Sexuality

*The content of these courses varies depending upon the faculty member teaching the course. Please check with the Africana Studies Director before registering for these courses.

C. Students may fulfill the requirements of the minor through special opportunities in consultation with the Africana Studies Director.

1. A semester or year Africa Abroad Program, coordinated with other major universities which offer study opportunities in Africa, or special summer course abroad through Stetson.
2. Howard Thurman House Community Internship or other approved internship. (3)
3. A course of study in an African language approved by the committee.
 Arrangements for intensive summer study on a US campus or a semester in Africa may be discussed with the Director.

APPLIED ETHICS

For a description of the interdisciplinary minor in Applied Ethics, please see the entry under the Department of Philosophy.

HEALTH CARE ISSUES

Coordinator: M. Skelton

The health care issues minor prepares students for careers in the health care industry. The minor consists of interdisciplinary coursework in anthropology, ethics, political science, psychology, sociology, and integrative health science. The minor introduces students to the changing American health care system (PE315), sociological issues with regard to health, illness and the medical institution (SY375), ethical issues in medicine (REL453) and much more. Students are required to complete five interdisciplinary courses for a total of 15 credit hours. The program is flexible enough to be shaped to a student's particular health care interests, yet requires a interdisciplinary selection of courses to provide the well-rounded framework necessary for working in a health care setting. Stetson students who choose the health care issues minor will be more familiar with the array of issues facing health care professionals, and with the kinds of employment that are available within health care (from medical practices to insurance companies to agencies responsible for public policy such as Medicare/Medicaid).

I. INTERDISCIPLINARY COURSES: Students must choose 5 interdisciplinary courses from the following list (15 credit hours). Students can take no more than two courses in one department and no more than two lower-division courses.

AY 378	Medical Anthropology
IH 200	Nutrition
IH 219	Health and Wellness
IH 441	Medical Terminology
IH 442E	Ethical Issues in Healthcare
PE 314	Public Administration
PE 315	American Health Care Policy
PSY 313	Child Psychology
PSY 312	Abnormal Psychology
PSY 345	Health Psychology

PSY 382	Biological Psychology
PSY 416	Clinical and Counseling Psychology
PY 106	Ethical Decision making
PY 350	Ethics
REL 453	Frontiers in Medical Ethics
SY 280	Sociology of Addictions
SY 345	Aging and Society
SY 375	Sociology of Health and Illness
SY 377	Gender/Women's Health Issues

JOURNALISM

Coordinator: M. McFarland

The journalism minor is interdisciplinary in emphasis and offers the student a well-rounded education coupled with opportunities for hands-on training in the community. This is a strong and dynamic approach to journalism training because it prepares the student for a variety of careers, and ultimately makes for a better journalist. Students interested in a career in journalism will combine the minor with a major that connects with their professional interests. For instance, students interested in political reporting might major in Political Science; medicine in biology; media in communication studies; writing in English; and so forth. The minor is housed in the Department of Communication Studies and Theatre Arts and the Department of English.

21 Hours Required

The following courses will be required:

CN210	Ethics in Communication	3
CN231	Critical Studies in Mass Communication.....	3
EH312	Journalism	3
JN300	Journalism Internship	3
		<u>12</u>

One additional Internship may be taken as a general elective, or more not for credit.

Three of the following seven courses will be required:

JN290	Public Relations.....	3
JN291	News Gathering and Dissemination.....	3
JN292	Photo-Journalism.....	3
JN390*	Editing and Publishing	3
JN391	Broadcasting	3
JN396	Special Topics	3
SM425	Sports Journalism.....	3
		<u>9</u>

*JN390 cross-listed with DA390

- JN290 Public Relations (3).** This course is designed to introduce students to public relations as a profession, with emphasis on the specific communications skills, knowledge of human behavior, and ethical considerations involved in building public relationships in an increasingly complex society. Areas to be covered include an overview of the functions, the processes, and the practice of public relations, and the issues involved in professionalism and ethical performance.
- JN291 News Gathering and Dissemination (3).** In this course, students will learn the theory and practice of news and feature gathering and reporting. Emphasis will be placed on how a reporter works in the field for radio, television, or print. Areas to be covered include looking for information, observations, the use of sources, interviewing principles and practices, beat coverage, and ethics and responsibilities.
- JN292 Photo-Journalism (3).** This course serves as an introduction to photography and the art and technique of photo-journalism.
- JN300 Journalism Internship (3).** The student is provided with the opportunity to seek an internship in an area related to journalism. A student will be accepted into the course by permission only and must have junior standing and completed six (6) hours within the Journalism minor.
- JN390 Editing and Publishing (3).** In this course, students will learn theory and practice for editing and publishing of different types of publications ranging from newspapers, magazines, and newsletters. Areas to be covered include story selection, cutting, design, and paste-up. Special attention will be paid to computer-aided and non-traditional publishing. Cross-listed with DA390.
- JN391 Broadcasting (3).** In this course, students will learn the theory and practice of radio and/or television broadcasting. Topics covered will include such items as production, news, programming, and the use of technical equipment.
- JN396 Special Topics in Journalism (3).** Intensive study of selected topics related to the Journalism field.

WOMEN AND GENDER STUDIES

Coordinator: Yves Clemmen

The Women and Gender Studies (WGS) minor provides opportunities to study the effects of gender on social, intellectual, and personal experience. WGS courses consider a range of ideas from new perspectives: students might explore how traditional knowledge within a particular discipline can be expanded when women's accomplishments, experiences, and perspectives are included; they might examine how men's experiences and perspectives are gendered in historically- and culturally-specific ways; or they might analyze how an individual's experience of gender is relational, multiple, and contradictory. The minor helps students to understand the extent to which the experiences of individuals are shaped by gender, race, ethnicity, class, and sexuality. It examines the extent to which these categories have situated individuals within groups that have unequal access to cultural, social, political, scientific, technological, and economic resources. Finally, the minor encourages students to make connections between social, ethical, technological, and cultural conditions and their own experiences.

The WGS minor complements any academic major and helps develop independent thought, critical thinking, and leadership skills. It provides excellent preparation for graduate education in a range of fields, as well as for careers in which an awareness of gender is helpful: law, medicine, counseling, communications, business, public administration, government, education, public health, sports, and law enforcement. In these occupations and others, an awareness of and sensitivity to gender issues are vital.

For the minor in Women and Gender Studies, students must take WGS100, WGS400, and twelve additional hours, at least half of which must be upper division. Six or more of these hours must be taken in at least two programs or departments outside the student's major. These hours may include WGS prefixed courses or WGS cross-listed courses and must include one of the following courses: PY107 or PY309.

	Credit Hours	IV. WGS 400	3
I. WGS100.....	3		
II. PY107 or PY309	3	Total hours required for the minor:	18
III. Course work in at least two departments (may include 300-level WGS prefix courses)	9		

Core Courses

WGS100 Studies in Gender, Race, Class, and Sexuality (3). An interdisciplinary introduction to major categories which structure consciousness as well as social, intellectual, and personal experience. Emphasizes the extent to which analyses of gender must be simultaneous with analyses of interlocking systems of race, class, and sexuality, categories that have historically and systematically produced different experiences for members of various social groups. Focuses on structures of inequality and on the effects of power, privilege, and oppression on individuals and society.

WGS400 Research Seminar (3). An examination of similarities and differences between traditional and feminist approaches to scholarship. Participants will engage in an independent research project which will synthesize Women and Gender Studies experiences and explore the dynamics of conflict, commonalities, or contradictions that shape the lives and consciousness of men and women of different races and national backgrounds. The seminar is interdisciplinary and emphasizes global and theoretical approaches to the study and analysis of gender scholarship. Prerequisites: WGS100, senior standing or permission of instructor, and at least nine hours completed in the minor.

And one of the following:

PY 107 Feminist Ethics (3). A introduction to feminine and feminist approaches to ethics and their critiques of traditional ethical theory, with a specific focus on such practical issues as violence against women, sexual assault, domestic violence, sexual harassment, and the global sex industry.

PY309 Feminist Philosophy (3) An examination of feminist philosophers' efforts to develop a perspective of their own. Discussions will focus on feminist analyses of the family, pornography, reproductive rights, violence against women, the intersection of gender, race, and class, women's oppression, the causes of that oppression, and ways of fighting it

Electives

WGS300 Gender and Film (1). Examines relationships between gender and genre in film and visual representation. Topics change annually and might focus on women's film making and the way the camera represents gender and sexuality, on questions of gender construction in domestic and international films, or on intersections of gender, race, class, and sexuality in specific film genres (Classical, Hollywood, avant-garde, documentary). May be repeated for credit and applied to the WGS minor.

WGS310 Internship (3). An opportunity to explore a gender issue in an applied setting. Setting, structure, requirements, and outcomes are negotiated with the instructor, but generally include relevant readings, 70-120 hours of work in an approved community setting, and creative or critical analyses (e.g., journals, a portfolio, and/or research paper) that apply and integrate theoretical and experiential insights in ways that are consistent with WGS Program criteria, goals, and coursework. May be applied to WGS minor.

WGS350 Social Issues (1). Examines a range of contemporary gender issues. Topics change annually and might focus on gay or lesbian history; women's health; the gender construction of children; the glass ceiling; gender roles in music; gender, race, and sports; or gender, race, and religion. May be repeated for credit and applied to the WGS minor.

Other courses in Arts and Sciences, Business, and Music may be counted toward the hours required for the minor if such courses have been approved by the Women and Gender Studies Council. For example, the following recently offered courses counted toward the minor: Art History 415 (Women and Art); Marketing 316 (Consumer Behavior); American Studies 320 (Women in the United States); Business Administration 209 (The Legal, Social, and Ethical Environment of Business); English 452 (Women and Gender Issues); Religious Studies 256 (Male and Female in Biblical Perspectives); Economics 333 (Economics of Race and Gender); Spanish 416 (Twentieth-Century Spanish Women Novelists); Sociology 312 (Gender and Society); and Psychology 318 (Human Sexuality).

PRE-PROFESSIONAL PROGRAMS IN THE COLLEGE OF ARTS AND SCIENCES

COOPERATIVE PROGRAMS

Stetson University also offers a number of cooperative programs in which instruction is shared by professors from several departments and/or with professionals outside of the University.

PRE-ENGINEERING AND DUAL DEGREE PROGRAM

Adviser: G. Glander

All accredited engineering schools require their first- and second-year students to take a relatively standardized set of mathematics and physics courses that are commonly referred to as pre-engineering courses. Students who perform well in these courses are accepted into the engineering program of their choice, and complete the specialized courses associated with that program during their third and fourth years. Stetson does not offer an engineering degree, but it does offer the standard pre-engineering courses, and students interested in engineering have three options available to them. Students who choose to attend Stetson while preparing for a career in engineering benefit from the fostering atmosphere of small class sizes and close interaction with faculty, in addition to developing the communications and critical thinking skills that are the hallmarks of a liberal arts education. For details, please see the description under the Department of Physics.

FORESTRY AND ENVIRONMENTAL STUDIES PROGRAM

Adviser: M. King

Stetson University, in cooperation with the Nicholas School of the Environment and Earth Sciences at Duke University, provides a program in which students may complete the work for the Master of Forestry or a Master of Environmental Management degree in five years. The first three years are spent at Stetson in the Department of Biology.

Courses taken must include Introductory Biology II and III (BY102 and 204), Biostatistics (BY203), Calculus (MS222 or 201) and Ecology (BY405). Other courses that are recommended, depending upon student interests, are Microeconomics (ES102), General Chemistry (CY101, 102) and Organic Chemistry (CY303, 304). At the end of the first three years, if acceptable to Duke University, students then complete the work for the Master's degree in the Nicholas School. Upon completion of the Master's program at Duke, Stetson University will award the B.S. Degree.

MARINE SCIENCE EDUCATION CONSORTIUM (Duke University Marine Laboratory)

Adviser: M. Gibbs

The College of Arts and Sciences of Stetson University is a member of the Marine Science Education Consortium (MSEC) developed by the Duke University Marine Laboratory in Beaufort, North Carolina as a cooperative program to provide a formal coastal and marine science curriculum for students at liberal arts colleges and universities. The Duke Marine Lab offers laboratory and field oriented programs including supervised independent research and seminars. Small classroom size, daily access to specialized faculty, modern scientific equipment and the surrounding natural beauty of the marine environment combine with an integrated classroom, laboratory and field experience to create "The Beaufort Experience." The Duke Marine Lab is located in a small, historic coastal town on the Intracoastal Waterway near the Outer Banks and Cape Lookout where the Labrador Current and the Gulf Stream meet. Its biodiversity is one of the greatest to be found on the east coast. This unique location provides easy access for studies of chemical, geological, biological, and ecological aspects of the coastal and marine environment and for studies concerning policy and management of those environments.

Students with 60 hours (at least 15 at Stetson University) and adequate preparation in foundational courses (BY101, 102, 203 and 204) may be selected by Stetson University to attend the Duke Marine Lab for a fall, or spring, or summer session. Consulting with advisers here and at MSEC, students may select courses such as those found at the following website: (<http://www.env.duke.edu/marinelab/marine.html>).

Many of the classes count as upper level electives toward Stetson's majors and minors in Environmental Science, Aquatic & Marine Biology, or Biology. Tuition and fees for programs at the Duke Marine Lab are set by Duke University and are due upon acceptance to the program. Interested students should contact the MSEC program coordinator, Professor Melissa Gibbs, in the Biology department, for more information.

PRE-LAW ADVISORY PROGRAM

Adviser: W. Bailey

Students in all of Stetson's undergraduate majors can prepare themselves for admission to law school at the University's own College of Law or at distinguished law schools around the nation. A faculty committee advises undergraduates on appropriate plans of study and offers special programs, such as a law school recruiting night, visiting lectures by law faculty, and LSAT preparation sessions. The committee also guides students through the admissions process, making certain that they have detailed letters of recommendation and compelling personal statements by the deadlines for their applications.

All Stetson undergraduates interested in legal careers benefit from the strong relationship between undergraduate faculty in DeLand and faculty at the College of Law in Gulfport and Tampa. Through collaborative effort, undergraduate and law faculty have established two noteworthy opportunities for Stetson undergraduates to earn a law degree at the University: the 3+3 bachelor's/J.D. program and the 4+3 program with guaranteed admission to the College of Law.

3+3 Bachelor's/J.D. Program

Under this program, students with outstanding credentials upon entry to the University as undergraduates may be approved for early admission to the College of Law. To be eligible, the student must earn at least 90 credits in the undergraduate program at DeLand, complete all requirements in general education and a major, establish a grade point average in the 85th percentile of the class after three years of undergraduate study, and achieve a minimum score at the 80th percentile on the LSAT (a score of approximately 160). Students who are approved by the Pre-Law Advisory Committee and who meet all other admission criteria are then considered for early admission to the College of Law. After successful completion of the first year in legal study and the completion of 120 credits at the University, students receive their baccalaureate degree. They are then on track to earn the J.D. degree in their sixth year of study at Stetson.

Students interested in this accelerated program must apply to the Pre-Law Advisory Committee no later than the end of their first undergraduate semester.

4+3 Guaranteed Admission to the College of Law

Stetson faculty in the undergraduate program and in law encourage students with a serious interest in law to take full advantage of the undergraduate program over four years. The 4+3 program, with guaranteed admission to the College of Law, is thus an attractive option. Under this program, Stetson undergraduates are automatically admitted to the 3-year J.D. program in the College of Law upon completion of the 4-year baccalaureate degree program with at least 105 of 120 credit hours earned at the DeLand campus, a cumulative grade point average of 3.1, and a minimum score on the LSAT at the 60th percentile. Students must also meet all other admission requirements and have the recommendation of the Pre-Law Advisory Committee.

For more information on these opportunities, please contact Prof. Bailey or Dean Grady Ballenger on the DeLand campus or Assistant Dean Pamela Coleman at the College of Law.

PRE-MEDICAL/HEALTH RELATED ADVISORY PROGRAM

Adviser: M. King

Stetson University provides the required curricula for students planning careers in medicine, dentistry, veterinary medicine, and allied health fields. Students may have any major so long as they include in their curriculum the required science core courses. These may vary slightly from one professional school to another, but the prescribed courses for most are covered by the following:

MS201, 202, or 222	Calculus (one-year sequence) Calculus (one semester)
EH111, 121, or 131	First-year English (two semesters)
BY101, 102	General Biology
CY101, 102	General Chemistry
CY303, 304	Organic Chemistry
CY305	Biochemistry I
PS101, 102 or 201, 202	General Physics

These courses should be completed by the end of the junior year. In addition to these courses and those required for the student's major, academic work should be distributed to include humanities, social science, and advanced science courses since professional schools favor a broad academic background. Competition for admission is keen. The various

schools look not only for outstanding intellectual and academic achievement, but also for those personality and character traits best suited to the profession. Extra-curricular activities and medically-related field experiences are important.

Stetson's pre-health program is administered by the University's Health Professions Advisory Committee, composed of faculty representatives from Biology, Chemistry, Integrative Health Science, and the Social Sciences. This committee oversees the student's curriculum, advising, and preparation for the professional school's admissions process.

MEDICAL TECHNOLOGY PROGRAM

Adviser: D. Stock

The Department of Biology at Stetson University offers a program leading to the B.S. degree with a major in Medical Technology. This is a fully accredited, four-year program meeting the standards of the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). Currently Stetson is affiliated with Florida Hospital, Orlando, and St. Vincent's Hospital, Jacksonville. Students may complete the clinical portion of the curriculum in other hospitals with NAACLS-approved programs.

The initial three years (90 hours of undergraduate work) are completed in residence at Stetson. The fourth year consists of a twelve-month clinical experience at an approved medical facility. Following the successful completion of the final year and upon recommendation of the School of Medical Technology, Stetson University awards the Bachelor of Science degree.

Because of the varying financial policies of the clinical institutions, the student is advised to contact the School of Medical Technology for the current tuition charges and fees. The University may collect funds for the clinical affiliate, but no direct University charges other than graduation fees will be assessed during the clinical year.

A description of the program follows:

Bachelor of Science

I. GENERAL EDUCATION REQUIREMENTS		Biology 301.....	4
The student must complete the General Education requirements for the College of Arts and Sciences for the Bachelor of Science degree.		Biology 314.....	4
		Biology 396.....	2
		Biology 496.....	1
		Biology 498.....	4
II. LOWER-DIVISION MAJOR REQUIREMENTS		Optional Biology	
	Credit Hours	courses.....	4
Biology 101, 102.....	8	(not to include independent study credits) ..	
Biology 203.....	3	Total upper-division hours	27
Chemistry 101, 102	8		
Any math course		IV. OTHER	
except the 150 series	<u>3</u>	The clinical courses taken in the 4th year provide	
Total lower division hours	22	an additional 32 credit hours to meet the 120	
III. UPPER-DIVISION MAJOR REQUIREMENTS		required for graduation.	
Chemistry 303 and 304			

Course Offerings

- MT401 Clinical Microbiology (8).** Processing of clinical specimens; evaluating culture findings; identifying bacteria and acid fast organisms; performing and interpreting antibiotic susceptibility tests; testing quality control of media, reagents, and equipment; performing direct fluorescent techniques and enzyme-linked immunosorbant assays on clinical virus samples.
- MT402 Clinical Mycology and Parasitology (1).** Classifying and identifying of fungi and parasites, examining macroscopic and microscopic morphological characteristics of each class of organisms in clinical tissue samples, performing and evaluating ova and parasite testing.

- MT405 Clinical Microscopy (2).** Examination microscopically of various bodily fluids, such as urine, cerebrospinal fluid, seminal fluid, gastric fluid, synovial fluid and exudates.
- MT410 Clinical Hematology (8).** Collecting and processing blood specimens, safety in handling blood specimens, using and maintaining automated and manual hematological instruments, diagnosing and differentiating various blood diseases, mastering automated and manual techniques of coagulation tests.
- MT411 Immunohematology (3).** Mastery of blood cell typing and antibody identification in blood samples.
- MT412 Clinical Serology (2).** Examining serological specimens using fluorescence, nephelometry, enzyme-linked immunosorbant assay and syphilis serology.
- MT420 Clinical Chemistry (8).** Use, maintenance, and quality control of chemical analyzers which measure enzyme levels and cardiac, hepatic, pancreatic, and prostatic functions. Evaluating kidney function and blood gas analysis using spectrophotometry, atomic absorption, osmolality, and manual laboratory procedures. Pharmaceutical testing using electrophoresis, mass spectrometry, gas chromatography, and thin layer chromatography. Mathematical calculations in clinical chemistry.

CO-CURRICULAR PROGRAMS

THE STETSON INSTITUTE FOR SOCIAL RESEARCH

Director: J. Schorr

The Stetson Institute for Social Research (SISR), founded in January 1993 under the auspices of the College of Arts and Sciences, serves as a resource for Stetson students, faculty, and administrators and for the surrounding community. SISR's principal activities are education, research, consultation, and evaluation.

SISR's main roles are

- (1) to provide consultation, research, and evaluation services to community organizations, businesses, government organizations, schools, and public and private agencies;
- (2) to design, implement, manage, and report the results of basic and applied research projects (e.g., surveys, polls) with the goal of educating students about the various facets of social science research;
- (3) to act as a clearinghouse for information regarding internal University and external community research and consulting opportunities for Stetson faculty and students; and
- (4) to serve as a liaison between those seeking research services and faculty affiliates and student research assistants.

SISR is committed to enhancing students' education by guiding them in meaningful social research and instilling in them a strong sense of the social value of quality research. Hence, SISR aims to prepare students to be knowledgeable research users, evaluators, and participants; to anticipate the uses of social research in their careers in public service, education, and the private sector; and to interact appropriately with research professionals and their clients. Students are trained through coursework and sessions specifically designed for various research projects and hired as student employees for various short-term intermittent research projects.

STETSON SOFTWARE INSTITUTE

Director: M. Branton

The Stetson Software Institute offers a state-of-the-art education in computer technology through a software practicum. The Institute gives students the opportunity to write commercial-grade software while still in the university setting. Through this innovative program, Stetson students gain first-hand experience with industry needs and practices, while also providing Stetson with capital to invest in cutting-edge technology.

Goals:

- ◆ Provide experience for students in an environment that replicates significant parts of the work environment, while under the educational supervision of the University.
- ◆ Remain cutting edge through capital reinvestments.
- ◆ Enhance scholarships and recruitment in computer technology.
- ◆ Supplement computer curricula through commercial software development.



Dean James Scheiner

SCHOOL OF BUSINESS ADMINISTRATION

Introduction—The study of business administration has been an important part of the curriculum of Stetson University since 1885, an experience in teaching business courses that is longer than at any other Florida college. Stetson offers modern facilities and equipment and, most importantly, a practice of offering students newly developing knowledge and innovations in the fast changing field of business administration.

Accreditation—Stetson University, through its School of Business Administration, is nationally accredited by AACSB International—The Association to Advance Collegiate Schools of Business at the undergraduate and graduate levels in business; and at the undergraduate and graduate levels in accounting

Vision—We at the Stetson University School of Business Administration are creating a learning community of faculty, students, and business practitioners.

Mission—As a student-centered, premier private business school, we develop educational partnerships that open minds and open doors.

For Our Students

We offer high levels of interaction and experiential learning in an academically rigorous small class environment.

We foster faculty-student mentoring partnerships that extend beyond the classroom.

We share a pervasive commitment to social and ethical responsibility, leader development, and lifetime learning.

We believe that a solid grounding in the liberal arts, capped by extensive professional training, offers the best academic preparation for life and career.

For Our Faculty

We believe in the primacy of the teaching function, with instruction by fulltime faculty being our principal focus.

We encourage research and scholarly activity that reinforce and aid innovative teaching.

We realize that faculty and staff are our most important resources, and support their academic, professional, and personal development.

We recognize that our programs add to the academic and professional development of both students and faculty.

For the Business Community

We are committed to real-world applicability in our teaching and research.

We believe in ongoing interaction with business professionals as we seek continuous improvement and cutting-edge relevance in all that we do.

We value service that draws students and faculty closer to business, university, and broader communities.

For the Entire Learning Community

We value collegiality, collaboration, excellence, and pride in our working relationships and environment.

We are committed to making our programs worthy of continuing national recognition.

Goals—Underlying business education at Stetson is the belief that modern business managers must have skill in decision-making, developed through problems, projects, case studies, discussions, and the study of analytical techniques. Specific course offerings are designed to show students how the business system functions and how certain skills and techniques enable them to play an active role in the business world. Graduates of the School of Business Administration are prepared for a productive and satisfying career and have, through the years, met ready acceptance by a wide range of businesses and organizations.

UNDERGRADUATE STUDY IN BUSINESS

ADMISSION—Any student admitted unconditionally to Stetson University is eligible for admission to the School of Business Administration. The School of Business Administration reserves the right to limit enrollment in the School or in the School's majors based on the capacity of the program and the qualifications of students.

DEGREES—The degree of Bachelor of Business Administration is conferred upon students who successfully complete a prescribed program of 120 hours with a minimum of 60 hours in other colleges of the University, with at least a C average in the major, at least a C average overall, and upon approval of the faculty of the School of Business Administration.

ATTENDANCE—In the School of Business Administration, regular attendance is expected. Individual faculty members may set their own attendance policy.

CURRICULUM—The undergraduate curriculum in the School is divided into eight programs of study. Business majors must complete the core curriculum and the specific requirements of one of the eight majors. A student may elect a second major in the School of Business by completing the specific requirements of that major; however, no single course may be used in more than one major. A business minor is offered for students outside the School of Business.

SPECIAL PROGRAMS

The Roland George Investments Program. The Finance Department of the School of Business Administration offers a unique program of advanced education in investment management that equips students for positions in financial institutions such as banks, trust companies, brokerage firms, and investment advisory firms. Students who successfully complete required preliminary courses in finance and investments may qualify to enroll in special courses in Investment Portfolio Management. In these courses, taught by Distinguished Visiting Professors experienced in the investments field, students assume full responsibility for active management of a portfolio valued at over \$2,500,000. The fund resulted from a gift given in memory of Roland George, who spent his career in the investments field. It was his wish that students experience on a firsthand basis the risks and rewards of making investment decisions. Students are responsible for earning sufficient income from the fund to pay the expenses of the program, including the costs of the visiting professors, scholarships for outstanding investments students, and library and software resources. Students perform research in a modern, state-of-the-art trading room facility which contains computing resources, software such as Bridge, Baseline, and Bloomberg as well as a real time ticker and data wall.

◆ **The Joseph C. Prince Entrepreneurship Program.** The School of Business Administration offers this comprehensive program to all University students, irrespective of major, to provide them with the unique opportunity to study and become a part of the entrepreneurship process as viewed from the “top” or strategic level of the organization. Students receive a solid theoretical and practical understanding of the process of the creation of a new business venture, the management of growing entrepreneurial organizations, and the ongoing attempt to secure venture capital. Students are also involved in the process of assessing the financial value of entrepreneurial organizations from both the entrepreneur’s perspective and from a venture capitalist’s perspective.

This Program presents students with a well thought out academic experience that has been designed by successful entrepreneurs from throughout the United States working in concert with entrepreneurship faculty. Students are immersed into an entrepreneurial learning experience that affords them the opportunity to personally interact and network with successful entrepreneurs, venture capitalists, and faculty. The Joseph C. Prince Entrepreneurship Program comprises four academic courses and includes an internship opportunity. A complete description of these four courses is presented in the Business School’s course description section of this University Bulletin.

◆ **The Family Business Center** offers an undergraduate major and minor in the area of family business. The major and minor are interdisciplinary, experiential, and involve extensive interaction with professionals in family businesses. The benefits of enrolling in the major or minor include increased credibility (self confidence) and marketability (e.g. job offers).

The Center’s purpose is to integrate the student’s undergraduate education with family business. The Center believes and values the concept that family business is about the

family as much as it is about business. The students will see first-hand how these concepts coexist within the company. The student will assess the traits of a family business and forge relationships with actual family businesses involved in our program. They will also benefit from interaction with professionals in this field through guest speakers and internships.

- The goals of the Center are as follows:
- Establishing family business as a legitimate, distinct, interdisciplinary academic field
- Validating, supporting, and enhancing family business on the nation's business agenda
- Bringing all the resources of the university (including teaching, research, and outreach) together to help family businesses learn, grow, and prosper

◆ **The Stetson Summer Innsbruck Program** makes international study possible through a European summer school extension in Innsbruck, Austria.

This July/August summer program is made up of regular, fully accredited and transferable courses, taught by top Stetson University and distinguished visiting faculty. Each student selects two courses (six credits) that best fit his/her interests. A wide range of courses is offered so that the program will appeal to students with a variety of needs. The program is open to students in all majors; students from other universities are welcome to participate. Foreign language ability is not required; all classes are taught in English.

Classes are held mornings, and the schedule includes long weekends, giving participants ample time for travel and sightseeing – an important component of the educational experience.

The program is based in Innsbruck, Austria. Centrally located in the heart of the cool and breathtakingly beautiful Alps, Innsbruck is a fascinating city in its own right and an ideal base for travel throughout Europe. For more information, contact Nancy Kernan, (386) 822-7394.

GENERAL EDUCATION REQUIREMENTS

	Credit Hours
English: EH111, 121, or 131 (to be taken in the first two semesters)	6
Foreign Language*	10
Communications Option	6
Select two courses from the following:	
Any CN course offered by the Communications Studies Department	
EH211 EH312	
TE201 JN 290	
Any 200 level or above foreign language course	
Mathematics: MS101, MS226 or MS201 or MS222	6
Economics requirement, ES101 and ES102	6
Religious Heritage Option	3
Select one course from the following:	
REL100 REL106 REL107	
REL108 REL109	
Science Option	3
Select one course from the following disciplines:	
Biology, Geology, Environmental Science,	
Chemistry, Physics	
Behavioral Science Option	3
Select one course from the following:	
PSY101, SY101, AY102	

Statistics: DS280.....	3
Introduction to Information Technology: EBT191	3
Non-business Electives	8
Total General Education Requirements	57

* Must be in same language.

Co-Curricular/Cultural Attendance Requirements

In addition to all academic requirements, students are required, for graduation, to attend three co-curricular or cultural events for each semester of full-time enrollment or one for every five credit hours earned. Total events required shall not exceed twenty-four. The Dean's Office provides a list of approved events each semester.

SCHOOL OF BUSINESS ADMINISTRATION DEGREE PROGRAMS

The School of Business Administration offers the Bachelor's degree with a major concentration in each of the following areas:

• Accounting Information Systems (AIS)

This major helps prepare students for professional careers in public accounting, IT Consulting, business, and government. Students must maintain a C average in required accounting courses to continue in the accounting program.

• Economics

The economics major provides the student with a thorough understanding of economics and business behavior. The courses are designed to train a student in analyzing problems. This major offers preparation for careers in business and government, and provides an excellent foundation for graduate and professional study.

• Electronic Business Technology (EBT)

Combining a strong business component with an in-depth study of state-of-the art technology, the EBT major is designed to prepare students for successful careers as computer systems professionals in any business environment. The major is career-oriented in that it provides the opportunity for internships as well as many other real-world experiences.

• Family Business

The primary objective of the Family Business major is to provide a student who plans to take on a leadership role in his or her family's business or who plans to take Family Business as a second major the educational opportunities designed to give the student the academic foundation to ensure success in his or her career.

• Finance

The Finance major prepares students for careers in a wide range of settings, including those in the financial services sector such as banking, brokerage, insurance, and financial analysis. It is also excellent training for commerce, government, and education administration as well as further professional training like law school.

• General Business Administration

In this major, students participate in an interdepartmental program that presents coverage of the broad area of business administration. Interests may be satisfied in several areas, or students may prepare generally for some business or government activity, or for pre-law or graduate studies.

• International Business

The International Business major is designed to prepare students for careers with firms doing business across national borders. The three-pronged major requires language proficiency in a second language, cultural proficiency in a geographic area of interest (consistent with one's foreign language study), and technical competence in international business skills. The program requires an approved international study or work experience, and two such experiences are encouraged.

• Management

The Management major prepares students to assume professional management positions in dynamic organizations. This program focuses on building knowledge and skills in the areas of decision-making, problem solving, creativity, communication, teamwork, ethics, and change management. Students may select a track in Human Resource Management or Entrepreneurial Management, or they may tailor a program specifically to their needs.

• Marketing

The Marketing major equips students to better understand customers and the complex market system in which organizations operate. Thus, be able to analyze, synthesize, and evaluate decisions critical to the leadership of all organizations. These critical thinking decision-making skills prepare students for positions in all public and private sectors as well as graduate school.

BACHELOR OF BUSINESS ADMINISTRATION MAJOR IN ACCOUNTING INFORMATION SYSTEMS

Judson P. Stryker, Chair

The mission of the M. E. Rinker, Sr. Institute of Tax and Accountancy (Department of Accounting), is to offer an intellectually challenging education that will facilitate the development of our students as accounting, information technology consulting, or management professionals. The focus of the Institute's educational program is excellence in teaching in an intense, yet congenial learning environment.

The mission of the Institute to deliver excellent teaching is supported by:

- ◆ Faculty selection and development that fosters enhancement in the quality of teaching;
- ◆ Intellectual endeavors that support and enhance innovative teaching, contribute to the body of accounting knowledge, or advance the practice of accounting; and
- ◆ Faculty service that draws the Institute and its students closer to the accounting, consulting and business communities as well as the University community.

The Institute seeks to provide a distinctive educational experience by encouraging:

- ◆ High involvement and experiential learning in a small class environment,
- ◆ An orientation toward real-world applicability in teaching and research,
- ◆ A pervasive commitment to social and ethical leadership development, lifelong learning; and
- ◆ A faculty-student relationship that extends from academic counseling through career choice.

The institute administers an undergraduate degree program in accounting information systems and a graduate degree program in accounting. Students completing the graduate degree program in accounting will be academically qualified for the CPA examination in Florida. The Institute also administers an accounting minor and provides introductory and advanced level accounting courses in support of other undergraduate and graduate business degree programs.

LOWER-DIVISION REQUIREMENTS

I. GENERAL EDUCATION

Credit Hours

English, EH111, 121, or 131*	6
Foreign Language**	10
Communications Option ¹	6
Mathematics, MS101, MS226 or MS201 or MS222	6
Economics ES101 and ES 102	6
Science Option ¹	3
Religious Heritage Option ¹	3
Behavioral Science Option ¹	3
Statistics, DS280	3
Introduction to Information Technology, EBT191*	3

49

*Should be taken during first two semesters.

**Must be in same language.

II. BUSINESS FOUNDATION

How to Succeed in the Business School, BN109	3
Introduction to Financial Accounting, ATG211	3
Quantitative Methods for Business Decisions, DS 350	3
Legal, Social, Ethical Environment, BN209	3

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UPPER-DIVISION REQUIREMENTS

III. COMMON BODY OF KNOWLEDGE

Management, MGT305	3
Finance, FIN311	3
Marketing, MKT315	3
Bus. Communications, BN301	3
Strategic Management, BN495	3

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IV. A. MAJOR COURSES- Accounting

Financial Accounting I, ATG303	3
Financial Accounting II, ATG304	3
Accounting Information Systems, ATG310	3
Managerial Cost Accounting, ATG321	3
Information Systems Security and Control ATG410	3
Accounting Elective ²	3

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B.

Electronic Business Technology: Foundations of E-Business, EBT350	3
E-Business Communication Networks, EBT393	3
Database Design and Implementation, EBT397	3
Business Process Management, EBT461	3

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OTHER REQUIREMENTS

V. REQUIRED ELECTIVES

(Outside School of Business) ..	8
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VI. GENERAL ELECTIVES³

(In or Outside School of Business).....	6
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TOTAL HOURS REQUIRED.....120

¹See School of Business Administration General Education Requirements for options.

²Students may choose from ATG400, ATG402 or ATG406.

³Students planning to take the Florida CPA Examination are required to have Business Law, BL407 and BL408, ATG402 and ATG406. Six of these hours may be taken as part of the M.Acc. program.

BACHELOR OF BUSINESS ADMINISTRATION MAJOR IN ECONOMICS

Lawrence J. Belcher, Chair

LOWER-DIVISION REQUIREMENTS

I. GENERAL EDUCATION

Credit Hours

English, EH111, 121, or 131*	6
Foreign Language**	10
Communications Option ¹	6
Mathematics, MS101, MS226 or MS201 or MS222	6
Economics, ES101 and ES 102	6
Science Option ¹	3
Religious Heritage Option ¹	3
Behavioral Science Option ¹	3
Statistics, DS280	3
Introduction to Information Technology EBT191*	3

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*Should be taken during first two semesters

**Must be in same language

II. BUSINESS FOUNDATION

How to Succeed in the Business School, BN109	3
Introduction to Financial Accounting, ATG211	3
Introduction to Management Accounting, ATG212	3
Quantitative Methods for Business Decisions, DS 350	3
Legal, Social, Ethical Environment, BN209	3

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UPPER-DIVISION REQUIREMENTS²

III. COMMON BODY OF KNOWLEDGE		Money and Financial Institutions, FIN303	3
Management, MGT305	3	Multinational Finance, FIN412, or Financial Risk Management, FIN415	3
Finance, FIN311	3	Finance or Economics electives, of which at least one must be in Economics (two at the 400 level.).....	9
Marketing, MKT315	3		23
Business Communication, BN301	3		
Strategic Management, BN495	3		
	15		
IV. MAJOR COURSES³			
Intermediate Macroeconomics, ES301	4		
Intermediate Microeconomics, ES302	4		
V. REQUIRED ELECTIVES (Outside School of Business)			
	8		
VI. GENERAL ELECTIVES (In or Outside School of Business)			
	10		
TOTAL HOURS REQUIRED	120		

OTHER REQUIREMENTS

¹See School of Business Administration General Education Requirements for options.

²The student must complete at least 40 hours in upper-division courses.

³Students must maintain a C average in all upper-division economics and finance courses and a C average overall.

BACHELOR OF BUSINESS ADMINISTRATION MAJOR IN ELECTRONIC BUSINESS TECHNOLOGY

Fred K. Augustine, Jr., Coordinator

Our primary objective in the Decision and Information Sciences Department is to support the School of Business Administration mission by providing a broad range of experiential-based educational opportunities designed to give the student the academic foundation to ensure success in his or her chosen profession.

LOWER-DIVISION REQUIREMENTS

I. GENERAL EDUCATION		II. BUSINESS FOUNDATION	
	Credit Hours	How to Succeed in the Business School, BN109	3
English, EH111, 121, or 131*	6	Introduction to Financial Accounting, ATG211	3
Foreign Language**	10	Introduction to Management Accounting, ATG212	3
Communications Option ¹	6	Quantitative Methods for Business Decisions, DS 350	3
Mathematics, MS101, MS226 or MS201 or MS222	6	Legal, Social, and Ethical Environment, BN209	3
Economics, ES101 and ES 102	6	Programming For the Web, EBT200	3
Science Option ¹	3	Advanced Web Prog., EBT201	3
Religious Heritage Option ¹	3	Foundations of E-Business, EBT350	3
Behavioral Science Option ¹	3		
Statistics, DS280	3		
Introduction to Information Technology, EBT191*	3		
	49		24

* Should be taken during first two semesters

**Must be in same language

UPPER-DIVISION REQUIREMENTS

III. COMMON BODY OF KNOWLEDGE		E-Business Communications Networks, EBT393	3
Management, MGT305	3	Database and Design Implementation, EBT397	3
Finance, FIN311	3	Business Process Management, EBT461	3
Marketing, MKT315	3	Applications Development for E-Business, EBT488	3
Business Communication, BN301	3	Systems Analysis and Designs, EBT494	3
Strategic Management, BN495	3		
	15		18
IV. MAJOR COURSES			
REQUIRED COURSES²			
Web Site Development, EBT380	3		

OTHER REQUIREMENTS

V. REQUIRED ELECTIVES:	
Outside School of Business	8
VI. GENERAL ELECTIVES:	
In or outside School of Business	6
TOTAL HOURS REQUIRED	120

- ¹See School of Business Administration General Education Requirements for options.
²Students must maintain a C average in major courses and a C average overall.

BACHELOR OF BUSINESS ADMINISTRATION MAJOR IN FAMILY BUSINESS

Greg McCann, Director

The primary objective of the Family Business major is to provide a student who plans to take on a leadership role in their family's business or who plans to take Family Business as a second major, the educational opportunities designed to give the student the academic foundation to ensure success in his or her career. Admittance into the major requires approval so any student interested in the Family Business major should see the Director of the Center, Dr. Greg McCann.

LOWER-DIVISION REQUIREMENTS

I. GENERAL EDUCATION

Credit Hours

English, EH111, 121, or 131*	6
Foreign Language**	10
Communications Option ¹	6
Mathematics, MS101, MS226 or MS201 or MS222	6
Economics, ES101 and ES 102	6
Science Option ¹	3
Religious Heritage Option ¹	3
Behavioral Science Option ¹	3
Statistics, DS280	3
Introduction to Information Technology EBT191*	3
	<u>49</u>

- *Should be taken during first two semesters
 **Must be in same language

II. BUSINESS FOUNDATION

How to Succeed in the Business School, BN109	3
Introduction to Financial Accounting, ATG211	3
Introduction to Management Accounting, ATG212	3
Quantitative Methods for Business Decisions, DS 350	3
Legal, Social, Ethical Environment, BN209	3
	<u>15</u>

UPPER-DIVISION REQUIREMENTS

III. COMMON BODY OF KNOWLEDGE

Management, MGT305	3
Finance, FIN311	3
Marketing, MKT315	3
Business Communication, BN301	3
Strategic Management, BN495	3
	<u>15</u>

IV. MAJOR COURSES²

Business of Family Business, FE355	3
FE Elective ³	3
Internship, FE375	3
Family Business Capstone, FE455	3
	<u>12</u>

V. SELECT ANY THREE OF THE FOLLOWING or see Director for options

Human Resource Management, MGT 308	3
Advertising and Promotions Management, MKT440	3
Electronic Commerce, EBT250	3
Financial Accounting, ATG303	3
Financial Management, FIN411	3
Business Law, BL407	3
	<u>9</u>

OTHER REQUIREMENTS

VI. REQUIRED ELECTIVES (Outside School of Business)	8
VII. GENERAL ELECTIVES (in or outside School of Business)	12
TOTAL HOURS REQUIRED	120

- ¹See School of Business Administration General Education Requirements for options.
²Students must maintain a C average in major courses and a C average overall.
³Students must see Director of Family Business Center for options.

BACHELOR OF BUSINESS ADMINISTRATION MAJOR IN FINANCE

Lawrence J. Belcher, Chair

LOWER-DIVISION REQUIREMENTS

I. GENERAL EDUCATION		*Should be taken during first two semesters
	Credit Hours	**Must be in same language
English, EH111, 121, or 131*	6	
Foreign Language**	10	
Communications Option ¹	6	
Mathematics, MS101, MS226 or MS201 or MS222	6	
Economics, ES101 and ES 102	6	
Science Option ¹	3	
Religious Heritage Option ¹	3	
Behavioral Science Option ¹	3	
Statistics, DS250	3	
Introduction to Information Technology EBT191*	3	
	49	
II. BUSINESS FOUNDATION		
How to Succeed in the Business School, BN109	3	
Introduction to Financial Accounting, ATG211	3	
Introduction to Management Accounting, ATG212	3	
Quantitative Methods for Business Decisions, DS 350	3	
Legal, Social, Ethical Environment, BN209	3	
	15	

UPPER-DIVISION REQUIREMENTS

III. COMMON BODY OF KNOWLEDGE		
Management, MGT305	3	Principles of Insurance, FIN333
Finance, FIN311	3	Multinational Finance, FIN412
Marketing, MKT315	3	Bank Management, FIN413
Business Communication, BN301	3	Financial Risk Management, FIN415
Strategic Management, BN495	3	International Investments in Global Markets, FIN420
	15	Equity Fund Management FIN421
IV. MAJOR COURSES ²		Fixed Income Fund Management FIN422
Money and Financial Institutions, FIN303	3	Financial Accounting I, ATG303
Investments, FIN320	3	Financial Accounting II, ATG304
Financial Management I, FIN410	3	Professional Selling, MKT419
Financial Management II, FIN411	3	
	12	
V. MAJOR FIELD REQUIREMENTS		Total Field Requirements
Students may choose three of the following courses, with a minimum of three hours in Finance:		9

OTHER REQUIREMENTS

VI. REQUIRED ELECTIVES (Outside School of Business)	8	1See School of Business Administration General Education Requirements for options.
VII. GENERAL ELECTIVES (in or outside School of Business)	12	2Students must maintain a C average in major courses and a C average overall
TOTAL HOURS REQUIRED	120	

BACHELOR OF BUSINESS ADMINISTRATION MAJOR IN GENERAL BUSINESS

Betty M. Thorne, Chair

Our primary objective in the Decision and Information Sciences Department is to support the School of Business Administration mission by providing a broad range of experiential-based educational opportunities designed to give the student the academic foundation to ensure success in his or her chosen profession.

LOWER-DIVISION REQUIREMENTS

I. GENERAL EDUCATION

	Credit Hours
English, EH111, 121, or 131*	6
Foreign Language**	10
Communications Option ¹	6
Mathematics, MS101, MS226 or MS201 or MS222	6
Economics, ES101 and ES 102	6
Science Option ¹	3
Religious Heritage Option ¹	3
Behavioral Science Option ¹	3
Statistics, DS280	3
Introduction to Information Technology EBT191*	3
	<u>49</u>

*Should be taken during first two semesters

**Must be in same language

II. BUSINESS FOUNDATION

How to Succeed in the Business School, BN109	3
Introduction to Financial Accounting, ATG211	3
Introduction to Management Accounting, ATG212	3
Quantitative Methods for Business Decisions, DS 350	3
Legal, Social, Ethical Environment, BN209	3
	<u>15</u>

UPPER-DIVISION REQUIREMENTS²

III. COMMON BODY OF KNOWLEDGE

Management, MGT305	3
Finance, FIN311	3
Marketing, MKT315	3
Business Communication, BN301	3
Strategic Management, BN495	3
	<u>15</u>

V. REQUIRED ELECTIVES

(Outside School of Business)

VI. GENERAL ELECTIVES

(In or outside School of Business)

TOTAL HOURS REQUIRED 120

¹See School of Business Administration General Education Requirements for options.

²The student must complete 40 hours in upper-division courses.

³Students must maintain a C average in all upper-division Business and Economics courses other than those appearing under Section III, Common Body of Knowledge, and a C average overall.

IV. MAJOR COURSES³

- (A) 21 hours of upper-division Business Admin. or Economics courses
(B) At least 9 hours must be at the 400 level.
(C) No more than 9 hours can be taken in a single discipline.

Total

BACHELOR OF BUSINESS ADMINISTRATION MAJOR IN INTERNATIONAL BUSINESS

Carolyn B. Mueller, Coordinator

LOWER-DIVISION REQUIREMENTS

I. GENERAL EDUCATION

	Credit Hours
English, EH111, 121, or 131*	6
Foreign Language**	10
Communications Options ¹	6
Mathematics, MS101, MS226 or MS201 or MS222	6
Economics ES101 and ES102	6
Science Option ¹	3
Religious Heritage Option ¹	3
Behavioral Science Option ¹	3
Statistics, DS280	3
Introduction to Information Technology, EBT191*	3
	<u>49</u>

*Should be taken during first two semesters

**Must be in same language

II. BUSINESS FOUNDATION

How to Succeed in the Business School, BN109	3
Introduction to Financial Accounting, ATG211	3
Introduction to Management Accounting, ATG212	3
Quantitative Methods for Business Decisions, DS350	3
Legal, Social, Ethical Environment, BN209	3
	<u>15</u>

UPPER-DIVISION REQUIREMENTS²

III. COMMON BODY OF KNOWLEDGE

Management, MGT305	3
Finance, FIN311	3
Marketing, MKT315	3
Business Communication, BN301	3
Strategic Management, BN495	3
	<u>15</u>

IV. MAJOR COURSES REQUIRED³

International Business, MGT404	3
International Management, MGT405	3
Multinational Finance, FIN412	3
Global Marketing, MKT420	3
International Experience or BN396 ⁴	3
Cultural Courses ⁵	6
	<u>21</u>

OTHER REQUIREMENTS

V. Required Electives⁶
(Outside School of Business)8

VI. General Electives
(In or Outside School of Business)12

TOTAL HOURS REQUIRED 120

¹See School of Business Administration General Education Requirements for options.

²The student must complete 40 hours in upper-division courses.

³Students must maintain a C average in major courses and a C average overall.

⁴This requirement can be met by international internship, selected study abroad programs, or approved

Stetson Business Practicum semester abroad trips.

⁵CULTURAL COURSES FOR INTERNATIONAL BUSINESS MAJOR

Select any two courses (3 hours each), consistent with foreign language. The following is a representative list; see Coordinator for additional options.

Economies of Russia and China, ES305
Environment and Development, GY315
Economic Problems of Latin America, ES364
Latin American Politics, PE346
Political Economy of Southern Africa, ES307
Politics of International Trade and Finance, PE451
Russian Politics, PE340

⁶Six hours of language at the 200 level, or equivalent proficiency.

BACHELOR OF BUSINESS ADMINISTRATION MAJOR IN MANAGEMENT

Monique Forte, Chair

LOWER-DIVISION REQUIREMENTS

I. GENERAL EDUCATION

Credit Hours

English, EH111, 121, or 131*	6
Foreign Language**	10
Communications Option1	6
Mathematics, MS101, MS226 or MS201 or MS222	6
Economics ES101 and ES102	6
Science Option ¹	3
Religious Heritage Option ¹	3
Behavioral Science Option ¹	3
Statistics, DS280	3
Introduction to Information Technology EBT191*	3
	<u>49</u>

*Should be taken during first two semesters

**Must be in same language

II. BUSINESS FOUNDATION

How to Succeed in the Business School, BN109	3
Introduction to Financial Accounting, ATG211	3
Introduction to Management Accounting, ATG212	3
Quantitative Methods for Business Decisions, DS 350	3
Legal, Social, Ethical Environment, BN209	3
	<u>15</u>

UPPER-DIVISION REQUIREMENTS²

III. COMMON BODY OF KNOWLEDGE

Management, MGT305	3
Finance, FIN311	3
Marketing, MKT315	3
Business Communication, BN301	3
Strategic Management, BN495	3
	<u>15</u>

IV. MAJOR COURSES REQUIRED³

Organizational Behavior, MGT306	3
Organizational Theory, MGT307	3
Human Resource Mgt., MGT308	3
International Management, MGT405	3
Managerial Ethics, MGT409	3
	<u>15</u>

TRACKS: Each student majoring in Management may select one of the following professional Management tracks or may complete the 15-hour management core and select nine hours of study from any combination of courses offered in these specialty tracks.

TRACK I

ENTREPRENEURIAL MANAGEMENT

Entrepreneurial Management, MGT451	3
New Venture Creation, BN452	3
Joseph C. Prince Entrepreneurial Studies Seminar, BN399	3
	<u>9</u>

(Students in this track are encouraged to elect 3 courses in E-Business Technology.)

TRACK 2	
HUMAN RESOURCE MANAGEMENT	
Quality Management and	
Supervision, MGT430	3
Current Topics in Human Resource	
Management, MGT400	3

Organizational Development and	
Training, MGT465	3
.....	9

(Students in this track are encouraged to elect 3 courses from PSY101, 201, 304, 305, 333, 335, SY101, 370.)

OTHER REQUIREMENTS

V. REQUIRED ELECTIVES	
(Outside School of Business)	8
VI. GENERAL ELECTIVES	
(In or Outside School of Business)	9
TOTAL HOURS REQUIRED	120

- ¹See School of Business Administration General Education Requirements for options.
- ²The student must complete 40 hours in upper-division courses.
- ³Students must maintain a C average in major courses and a C average overall.

BACHELOR OF BUSINESS ADMINISTRATION MAJOR IN MARKETING

Stephen T. Barnett, Chair

LOWER-DIVISION REQUIREMENTS

I. GENERAL EDUCATION	Credit Hours
English, EH111, 121, or 131*	6
Foreign Language**	10
Communications Option1	6
Mathematics, MS101,	
MS226 or MS201 or MS222	6
Economics, ES101 and ES 102	6
Science Option ¹	3
Religious Heritage Option ¹	3
Behavioral Science Option ¹	3
Statistics, DS280	3
Introduction to Information	
Technology EBT191*	3
	49

- *Should be taken during first two semesters
- **Must be in same language

II. BUSINESS FOUNDATION	
How to Succeed in the	
Business School, BN109	3
Introduction to Financial	
Accounting, ATG211	3
Introduction to Management	
Accounting, ATG212	3
Quantitative Methods for	
Business Decisions, DS 350	3
Legal, Social, Ethical	
Environment, BN209	3
	15

UPPER-DIVISION REQUIREMENTS²

III. COMMON BODY OF KNOWLEDGE	
Management, MGT305	3
Finance, FIN311	3
Marketing, MKT315 ³	3
Business Communication, BN301	3
Strategic Management, BN495	3
	15
IV. MAJOR COURSES ⁴	
Consumer Behavior, MKT316	3
Marketing Research, MKT318	3
Professional Selling, MKT419	3
Channels & Physical	
Distribution, MKT417	3
Marketing Management, MKT450	3
	15

SELECT ANY TWO OF THE FOLLOWING:	
Retail Management, MKT416	3
Global Marketing, MKT420	3
Advertising and Promotions	
Management, MKT440	3
Special Topics in Marketing,	
MKT445	3
Marketing Career Development	
Experience, MKT350	3
	6

TOTAL HOURS REQUIRED 21

OTHER REQUIREMENTS

V. REQUIRED ELECTIVES	
(Outside School of Business)	8
VI. GENERAL ELECTIVES	
(In or outside School of Business)	12
TOTAL HOURS REQUIRED	120

- ¹See School of Business Administration General Education Requirements for options.
- ²The student must complete at least 40 hours in upper-division courses
- ³Marketing majors must make a C or higher in MKT315
- ⁴Students must maintain a C average in major courses and a C average overall

OTHER PROGRAMS

In addition to the degree programs just described, the School of Business Administration offers a number of academic minor programs.

THE ACCOUNTING MINOR. The minor in accounting is available to all Stetson undergraduate students. The program is designed to offer a comprehensive background in the principles and practices of accounting as well as the option of focusing on specific areas of interest.

The minor field of study in accounting is generally viewed as a complementary and desirable adjunct to anyone majoring in any business discipline. It also adds a positive diversification to any non-business major, particularly those who plan to study business or accounting at the graduate level.

Requirements for Fifteen (15) Hour Accounting Minor:

	Credit Hours
Required: ATG303 Financial Accounting I	3
ATG304 Financial Accounting II.....	3
ATG 310 Atg. Information Sys.....	3
Electives*	6

*Electives ATG 321 Managerial Cost
ATG410 Systems
ATG402 Federal Taxation of Entities

Courses counted toward the Accounting Minor may be double counted in order to satisfy requirements for the General Business Major.

A student considering a minor in accounting should check with his or her faculty adviser as early as possible as to applicability of Accounting Minor courses to elective credit.

THE APPLIED STATISTICS MINOR. The minor in applied statistics is open to students in all majors. It aims to give students a background in statistical methods that will sharpen their analytic skills and help them pursue careers in a number of quantitatively oriented areas. Fields such as quality and productivity, financial analysis, marketing research, demographics, and auditing are increasingly looking for people with understanding of statistical tools. Students considering pursuing graduate studies, whether in the social and natural sciences, business, education, or the humanities, will also find special value in the minor, as research methodologies increasingly utilize statistical techniques. Requirements for the Applied Statistics Minor include:

	Credit Hours
Prerequisites:	
DS280 Introduction to Statistics.....	3
DS350 Quantitative Methods for Business Decisions	3

Additional courses – Select 4 course from the following:

DS380 Sampling Techniques	3
DS440 Forecasting	3
DS460 Experimental Design and Data Analysis.....	3
DS482 Quality	3
DS489 Special Topics in Decision Science.....	3
TOTAL	18

These courses must be completed with an average grade of C (2.0) or higher. Students outside the School of Business may be able to use courses taken in their major field to satisfy prerequisite requirements for the Applied Statistics Minor. For example, PSY321 (Behavioral Statistics) may be used to satisfy the minor prerequisite of DS280. MS371 (Probability) will be accepted as fulfilling the DS280 prerequisite.

THE BUSINESS ADMINISTRATION MINOR. The minor in business administration is available to undergraduates in the College of Arts and Sciences and the School of Music who wish to combine their normal major with a broad background in the theory and practice of administration.

The student must complete all of the following courses with at least a C average to qualify for the business minor.

	Credit Hours
ES101 Principles of Economics-Macro	3
ATG213 Principles of Financial & Managerial Accounting (student may opt to take ATG211 AND 212 for more depth).....	3
MGT305 ¹ Principles of Management	3
FIN311 ^{1,2} Business Finance	3
MKT315 ¹ Principles of Marketing	3
	TOTAL 15

¹Requires Junior status

²Prerequisite: ATG213, ES101

In addition to these requirements, candidates for this minor are encouraged to take MS101 or a higher mathematics course to satisfy their mathematics requirements. Students should also have a basic knowledge of how to use a personal computer. Students are encouraged to take the 100- and 200-level courses before enrolling in the 300-level courses. Courses taken Pass/Fail may not be used to satisfy minor requirements.

THE BUSINESS LAW MINOR. Any Stetson student can choose to enter into the Business Law Minor. To obtain the minor a student must complete all coursework in the minor with an average grade of C or higher:

BN209	The Legal, Social, and Ethical Environment of Business
BL407	Business Law I
BL408	Business Law II
BL409	Business Law III

Plus one three-hour course from the list of approved electives.

THE ELECTRONIC BUSINESS TECHNOLOGY MINOR. The minor in EBT is available to all Stetson undergraduate students who wish to combine their major field of study with an in-depth examination of computers and information processing in the electronic business environment. The program is designed to complement all majors across all disciplines. The objectives of the program are twofold. First, to expose students to current technologies which will enhance their effective use of computer hardware and software as they progress through the undergraduate curriculum. Second, to provide students with a strong technical foundation which will enable them to be comfortable learning new technologies as they progress through their professional careers. To satisfy the requirements for the minor, students must complete the following courses with an average grade of C or higher.

EBT350	Foundations of E-Business ¹
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¹EBT191 Introduction to Information Technology is a prerequisite for all EBT courses.

Select any 3 EBTcourses.

THE FAMILY BUSINESS MINOR. The School of Business Administration offers a Family Business Minor for undergraduate students of any major (business or non-business). This minor is offered to students regardless of whether their families own a business or not. This program prepares students to work with businesses owned by their own family, businesses owned by other families (which constitutes 90 percent of all businesses in the U.S.), and professional firms that work with these family-owned businesses. The focus of the program is to complement the students' academic major and develop skills in two interrelated areas. First students develop an understanding of family systems and the role that they play in that system. Students then learn to understand how the family system interrelates and can enhance the business system. Skills developed in this Minor include self-assessment, analytical thinking, ongoing interaction with professionals, and career development. Any student enrolled in the Minor will have the opportunity to work with family-owned businesses. The benefits of involvement include credibility (increased self-confidence) and marketability (e.g. job offers). Families of students are invited to become involved with the Family Business Center through speakers, course events, and family retreats. Requirements for the Family Business Minor include the following:

	Credit Hours
FE 235 Family Business Profile: Character, Ethics, and History	4
(includes a one credit hour Peer Discussion Group)	
FE 355 The Business of Family Business	3
FE Elective*	3
FE 375 Family Business Internship**	3
FE 455 Family Business Capstone	3
TOTAL	16

All hours attempted must be completed with an average grade of C or better. At least 12 of the 16 credit hours must be taken at Stetson University.

* The "FE Elective" is determined by the Director and a list of courses is available from the Family Business Center.

** Students must intern with a family-owned business (besides their own), or with a firm that consults specifically to family-owned businesses.

FINANCE MINOR. The Finance Department offers a Finance Minor for undergraduate majors. This program prepares students who would like to develop and equip themselves with skills in financial knowledge that they otherwise would not get in their major. The minor in finance is an applicable component to all fields of study, preparing students with the analytical financial skills for opportunities in different institutional organizations and managing their own personal finances.

Requirements for the minor in finance include the following:

	Credit Hours
Required:	
FIN303 Money and Financial Institutions	3
FIN311 Business Finance	3
Any three	
(3) of the	
following:	
FIN201 Personal Finance	3
FIN320 Investments	3
FIN333 Principles of Insurance and Risk Management	3
FIN410 Financial Management I	3
FIN411 Financial Management II.....	3

FIN412	Multinational Finance	3
FIN415	Financial Risk Management	3
FIN421	Equity Fund Management	3
FIN422	Fixed Income Fund Management	3
TOTAL		15

All hours attempted must be completed with a average grade of C or better. At least 12 of the 15 credit hours must be taken at Stetson University. ES101 and ATG213 and DS 280 will be acceptable as prerequisites for FIN311 for non-business majors.

MANAGEMENT MINOR. The Management Department offers a Management Minor open to all undergraduate majors. This program prepares students who would like to develop and equip themselves with skills in managerial practices that they otherwise would not get in their major.

The minor in Management is an applicable component to all fields of study, preparing students for management opportunities in different organizations and management careers.

Requirements for the minor in Management:

			Credit Hours
Required:	MGT 305	Principles of Management	3
	MGT 306	Organizational Behavior.....	3
Any three	MGT 307	Organizational Theory & Design.....	3
of the	MGT 308	Human Resource Management	3
following:	MGT 400	Current Topics in Human Resource Management	3
	MGT 405	International Management.....	3
	MGT 409	Managerial Ethics and Decision Making	3
	MGT 430	Quality Management and Supervision.....	3
	MGT 465	Organization Development & Training.....	3
TOTAL			15

To obtain the minor, students must complete all coursework with an average of C or higher.

MARKETING MINOR. An attractive undergraduate minor field of study in marketing is offered to all majors by the Department of Marketing in the School of Business Administration. The program focuses on the student's interest in developing an area of business expertise which prepares the student for opportunities involving marketing functions as they may relate to the student's major.

The minor in marketing is an integrative component in the student's program of study and is a natural complement to any non-business major. Examples include, but are not limited to, communications, music, sports administration, political science, education, health care administration, etc.

Requirements for the minor in marketing include the following:

			Credit Hours
Prerequisite:	MKT315	Principles of Marketing	3
Required:	MKT316	Consumer Behavior	3
Any three	MKT318	Marketing Research	3
(3) of the	MKT350	Marketing Career Development Experience	3
following:	MKT416	Retail Management	3
	MKT417	Channels & Physical Distribution	3
	MKT419	Professional Selling.....	3
	MKT420	Global Marketing	3

MKT440	Advertising Management	3
MKT445	Special Topics	3
	TOTAL	15

All hours attempted must be completed with an average grade of C or higher. In addition to the prerequisite and required course, two of the three marketing courses specified must be taken at Stetson.

The Department of Marketing strongly recommends (but does not require) that the following courses be incorporated into the student's program of study.

DS280	Statistics I
EBT191	Introduction to Information Technology

A student considering a minor in marketing should check with his or her faculty adviser as early as possible for applicability of marketing courses to elective credits.

GRADUATE STUDY

The School of Business Administration offers coursework leading to a Master's Degree in Business Administration (M.B.A.) and to a Master's Degree in Accountancy (M.Acc.). Courses numbered 500 and above are exclusively for graduate students. See the Graduate Programs—School of Business Administration section of this Bulletin.

Course Offerings

ACCOUNTING

- ATG211 Introduction to Financial Accounting (3).** Financial Accounting with emphasis on the concepts and standards for financial reporting in corporate accounting. Sophomore standing and EBT191 are prerequisites.
- ATG212 Introduction to Management Accounting (3).** Introduction to uses of accounting data for planning, control and decision making. Prerequisite: ATG211.
- ATG213 Introduction to Financial and Managerial Accounting (3).** A survey of both financial and managerial accounting. Financial accounting and reporting will be explored from a user perspective. Students will also learn to use managerial accounting information for planning, control, and decision-making. This course is open to non-business majors and pre-M.B.A. students. It cannot be used to fulfill the undergraduate foundation requirements for business majors.
- ATG295 Special Topics in Accounting (3).** This course allows for an in depth study of a specialized topic in accounting, tax or accounting information systems. The topic will vary with instructor and student interests.
- ATG303 Financial Accounting I (3).** A study of the process in establishing Generally Accepted Accounting Principles, basic accounting concepts, financial statements, unusual income reporting items, accounting for assets and their related revenues and expenses. Prerequisite: ATG211 with a grade of C or higher.
- ATG304 Financial Accounting II (3).** Accounting for current and long-term liabilities, stockholder's equity, cash flow statements and error correction. Prerequisite: ATG303 with a grade of C or higher.

- ATG310 Accounting Information Systems (3).** The purpose of this course is to examine contemporary topics concerning the use of information technology (IT) and Accounting Information Systems (AIS) by modern business organizations and to explore the accountant's potential role as user, manager, auditor and/or designer of such technologies and systems. Prerequisite: Junior Standing, ATG212 (or 321) and ATG303 or permission of instructor. The course is open only to accounting majors and minors. ATG minor requirement also open to EBT majors and EBT minors (with instructor approval).
- ATG321 Managerial Cost Accounting (3).** Use of cost data for product costing, managerial planning, control and decision-making. Prerequisite: ATG211 with a grade of C or higher.
- ATG400 Accounting Information Systems Internship (3).** Students are expected to complete an internship in AIS with either a consulting firm or in an IS department of a corporation. Emphasis is on a relevant learning environment and acquisition of appropriate career skills at a suitable level of authority and responsibility. Prerequisite: Permission of Instructor.
- ATG402 Federal Taxation of Entities (3).** A study of the tax laws applicable to corporations, partnerships, estates and trusts. Preparation of a tax returns is part of this course. Prerequisite: ATG304.
- ATG406 Auditing I (3).** The theory and practice of external auditing, including a review of generally accepted auditing standards (GAAS) for audit planning, fieldwork, and reporting as well as the Code of Professional Conduct and the accountant's legal liability. Accounting and review services and agree-upon procedures are also discussed. Prerequisite: ATG304.
- ATG410 Information Systems Security and Control (3).** The purpose of this course is to examine the principle vulnerabilities of and threats to business information technology and accounting information systems and to examine the corresponding information security and internal controls necessary to protect organizational IT and AIS resources and reduce risks associated with such technologies and systems. Prerequisite: ATG310.
- ATG411 Current Issues in Accounting (3).** Reading and evaluation of current issues in accounting and their relevance to today's accounting environment. Prerequisite: ATG304.
- ATG463 Accounting Theory (3).** This course examines the postulates, principles, and concepts of accounting and financial reporting that have developed over time and the institutions that have shaped them. The course also takes a critical view of the complex reporting issues currently facing business today. Prerequisite: ATG304.
- ATG501 Federal Taxation (3).** A study of the tax laws applicable to individuals and business owners. The course includes court case analysis and tax research. Graduate only. Prerequisite: ATG304.
- ATG507 Financial Accounting III (3).** A study of accounting for inter-corporate investments, consolidated statements, foreign operations, disaggregated information and partnerships. Graduate only. Prerequisite: ATG304.
- ATG508 Governmental and Not-For-Profit Accounting (3).** A study of accounting and reporting requirements for local, state, and federal government and not-for-profit organizations. Graduate only. Prerequisite: ATG304.
- ATG511 Current Issues in Accounting (3).** Graduate level seminar on current issues and problems in the field. Prerequisite: ATG304.
- ATG516 Advanced Auditing (3).** A continuation of the study of external auditing, including coverage of audit sampling and attestation engagements as well as individual research in an auditing topic. The course also considers selections from the academic and practitioner literature which examine current issues and problems in auditing and the profession. Prerequisite: ATG406. Graduate only.

- ATG520 Advanced Accounting Seminar (3).** An introduction to advanced issues in accounting and reporting from a user perspective. Open to M.B.A. students only, but not those with undergraduate accounting majors.
- ATG530 Estate, Fiduciary, and Gift Taxation (3).** A study of estate taxation, fiduciary and trust taxation, and aspects of estate and gift research. Graduate only.
- ATG563 Advanced Accounting Theory (3).** This course examines the postulates, principles, and concepts of accounting and financial reporting that have developed over time and the institutions that have shaped them. The course also takes a critical view of the complex reporting issues currently facing business today and requires students to research theoretical issues. Prerequisite: ATG304. Graduate only.

BUSINESS ADMINISTRATION

- BL407 Business Law I (3).** A first course in business law with an emphasis on the areas of contracts, sales, agency, and real property.
- BL408 Business Law II (3).** A second course in business law with an emphasis on the law for corporations, partnerships, commercial paper, personal property, insurance, bankruptcy, and government regulations.
- BL409 Business Law III (3).** This course is the third course in business law. The course will be modeled after law school seminar courses. Students will refine skills, including legal research, case analysis, and ability to work independently and in groups. Current business law topics will be addressed. This course, though not limited to, is intended to benefit pre-law students. Prerequisites: BN407 and BN408, or instructor approval.
- BN109 Special Topics in Business: How to Succeed in the Business School (3).** This course introduces students to the Stetson University Business School. The professors and co-teachers will create an environment where the students are able to acquire and develop the skills and knowledge necessary to succeed in the business school.
- BN110 Introduction to Business (3).** A survey of business organizations and their operation in a market society. The course will describe the types of business organizations and will introduce students to the use of accounting, finance, economics, marketing, and management in the decision-making process. Open to non-business majors and undeclared majors only.
- BN209 The Legal, Social and Ethical Environment of Business (3).** This course introduces the student to the contemporary legal, social, regulatory and ethical issues confronting businesses today. Specifically, students will discuss the role of business and government in a capitalist environment, the American legal system, the U.S. regulatory structure and process, Affirmative Action programs, employees' rights, consumer protection, product liability, and environmental protection.
- BN298 Special Topics in Business (1).** This course looks at various topics of and in-depth study of contemporary significant topics not covered in other School of Business Administration offerings.
- BN299 Special Topics in Business (3).** This course looks at various topics of interest to Business School students. This course emphasizes interactive and in-depth study of contemporary significant topics not covered in other School of Business Administration offerings.
- BN301 Business Communication (3).** Inter-disciplinary approach to the study of the process of communication in today's professional workplace. Special emphasis is placed on interpersonal and organizational communication and the development of professional presentations. Prerequisite: Junior Standing.

- BN341 Taxation and Business Decisions (3).** For business students with a major other than accounting. The course objective is to provide the student with an understanding and appreciation for the impact of federal taxation on business decisions. Prerequisite: ATG212.
- BN350 Advanced Topics in Business (3).** This course looks at various topics of interest to Business School students. This course emphasizes interactive and in-depth study of contemporary significant topics not covered in other School of Business Administration offerings.
- BN396 International Business Seminar (3).** The purpose of this course, which is held off campus in a foreign country, is to expose students to international business issues. During this study abroad guests from local businesses, professional organizations and cultural experts will be used to provide the students with a diverse yet in-depth investigation into doing business in the particular country selected: Prerequisite: Permission of IB Major Coordinator.
- BN398 Entrepreneurship Internship (3).** This course provides students with the opportunity to intern with either an entrepreneurial company or with a company that consults entrepreneurial organizations. Students will present their personal learning goals, objectives, and action steps to the faculty prior to being placed with a host company. Near the completion date of their internship each student will provide the faculty a comprehensive personal evaluation of what was learned during this experience and how well they satisfied their initial personal goals and objectives. This course is a part of the Joseph C. Prince Entrepreneurship Program. Prerequisite: Permission of Instructor.
- BN399 Prince Entrepreneurship Studies Seminar (3).** This course focuses on the threats and opportunities associated with the world of the entrepreneur. Particular attention is paid to the importance of concepts such as entrepreneurial innovation, creation, decision-making, and the psychology of entrepreneurs. Students are exposed to and have the unique opportunity to dialog with successful entrepreneurs both inside and outside the classroom setting. Students will collaborate with faculty, entrepreneurs and other students to study a wide variety of current issues in entrepreneurship. This course is a part of the Joseph C. Prince Entrepreneurship Program. Prerequisite: Junior Standing.
- BN452 New Venture Creation (3).** This course integrates the material of BN 399 and MGT 451 by focusing on the financing of the start-up firm. Students will examine, in depth, the issues involved in the raising of capital for the development of early stage companies. This examination will view the capital raising challenge from both the perspectives of the entrepreneur and the investor. Special attention will be paid to evaluating the management of entrepreneurial firms and the market potential for their products and/or services. Students will be required to evaluate "live" companies and make investment decisions. This course is a part of the Joseph C. Prince Entrepreneurship Program. Prerequisite: MGT 451 or Permission of Instructor.
- BN485 Independent Research.** May be for 1, 2, or 3 credit hours.
- BN495 Strategic Management (3).** An integrated concept of Business Administration which will relate the principles and problems studied in the various "functional" fields. Case studies. Prerequisite: Senior Standing and MGT305, MKT315, FIN311, ATG212. Capstone course.
- BN500 Current Issues in Business (2).** A graduate level seminar on current issues and problems in the field. Graduate only.
- BN596 International Business Seminar (2).** Elective travel course open to graduate students. Graduate only. Prerequisite: Permission of IB Major Coordinator.

DECISION SCIENCE

- DS280 Introduction to Statistics (3).** This class focuses on the use of statistics in society as a whole, and in the business world. Emphasis is on descriptive and basic inferential statistics, including graphical methods, summary statistics, introduction to correlation and regression, probability and probability distributions, sampling and sampling distributions, and confidence intervals. Computer applications. Prerequisite: MS101, EBT191.
- DS350 Quantitative Methods for Business Decisions (3).** A survey of quantitative and analytic concepts from statistics and operations research that are useful in support of managerial decision-making. Topics covered include statistical inference, decision theory, forecasting methods (including regression), and quality control. Emphasis is on practical application in modern business environment. Computer applications. Prerequisite: DS280, MS226.
- DS380 Sampling Techniques (3).** This course is a survey of sampling methodologies, with emphasis on practical application. Simple random sampling. Stratified and cluster sampling. Issues in designing questionnaires and conducting survey research, with particular focus on problems that bias survey results. Proper analysis of survey data. Prerequisite: DS280 or equivalent.
- DS440 Forecasting (3).** This course focuses on statistical techniques useful in modeling and forecasting data, simple linear regression models, multiple regression, including model diagnostic procedures, and model selection and validation. Analysis of time series data, including Box-Jenkins techniques. Use of computer software packages in data analysis. Emphasis is on real-world applications. Prerequisite: DS350 or Permission of Instructor.
- DS460 Experimental Design and Data Analysis (3).** This course focuses on planning large-scale statistical studies and analyzing the resulting data. One- and two-sample hypothesis testing techniques, with special emphasis on underlying assumptions, nonparametric alternatives, and power analysis. Analysis of variance, including factorial experiments. Multivariate methods. Focus will be on analysis of large real-world data sets, using a major statistical software package. Prerequisite: DS350, or Permission of Instructor.
- DS482 Quality (3).** This course presents the basic managerial and technical issues that are important to understand, implement and manage quality in business. Focus will be given to the global significance, strategic importance, and economic impacts of quality; various quality philosophies; employee involvement; statistical concepts relevant to designing quality in manufacturing and service organizations; process control for variable and attribute data; process capabilities; diagnosis and analysis of control charts. Case studies will be used. Prerequisite: DS280 or equivalent.
- DS489 Special Topics in Decision Science (3).** This course allows for in-depth study of a specialized area in statistics. Topics will vary with instructor and student interests. Prerequisite: DS280 or Permission of Instructor.
- DS500 Current Issues in Decision Sciences (2).** A graduate level seminar on current issues and problems in the field. Graduate only.

ELECTRONIC BUSINESS TECHNOLOGY

- EBT191 Introduction to Information Technology (3).** This course introduces the student to the concepts behind information technology and provides experience with microcomputer-based applications. These applications include word processing, electronic spreadsheets, database management systems, presentation software and the Internet/World Wide Web.
- EBT200 Programming for the Web (3).** This course provides the student with an introduction to programming concepts and structures utilizing an object-oriented programming language. Principles of programming style are emphasized. The course focuses on programming of web based applications. Prerequisite: EBT 191 or Permission of Instructor.

- EBT201 Advanced Web Programming (3).** An advanced examination of programming concepts and structures utilizing an object-oriented programming language. More in-depth coverage of object definitions, object properties, and object behavior is provided. Good program design techniques are emphasized. Advanced projects cover web-based business applications. Prerequisite: EBT200.
- EBT340 EBT Internship (3).** Students are expected to complete an internship of varying time length with an external strategic alliance partner. Emphasis is on a relevant learning environment and acquisition of appropriate career skills at a suitable level of authority and responsibility. Prerequisite: Permission of the Instructor
- EBT350 Foundations of E-Business (3).** An introduction to the Business and Information Technology issues associated with E-Business. Designed to provide a broad perspective for understanding the nature of E-Business, Internet Commerce, and the management of information resources in traditional and E-Organizations. Emphasis of the course is on both managerial and technology points of view. Prerequisite: EBT191.
- EBT351 Ethics and Technology (3).** This course is intended to enable students to understand and to respond to the legal and ethical issues that arise from the use of information technology. Students will explore ethical and social issues arising from the computerization of industry and government, with emphasis on copyright, security, and privacy issues. The primary focus of the course will be the determination of the weight that these ethical and social issues should have in the design, implementation, and uses of present and anticipated applications of information technology. Prerequisite: Junior Standing.
- EBT360 Project Management (3).** This course focuses on the fundamental knowledge essential to managing, planning, scheduling and controlling projects in the information technology field with emphasis placed upon the understanding of the project environment, the phased approach to managing projects, critical path analysis, and the tools used to manage projects. The concepts and techniques covered are appropriate for all types of projects, ranging from small to large, and from highly technological to administrative in nature. Prerequisite: EBT 350.
- EBT380 Web Site Development (3).** This is an applied course in the design and development of high quality web sites. Students will learn basic HTML, web page development software, and graphic/photo editing software. An emphasis is placed on creating, managing and maintaining an entire web site. The goal of this course is to give the student the ability to integrate design principles and practical software skills in the web environment. Prerequisite: EBT350.
- EBT393 E-Business Communications Networks (3).** This course provides an in-depth examination of data communication processes and structure. Central focus is on LAN, WAN, and Intranet technologies, as well as design and implementation of networking applications within the organization. Prerequisite: EBT 350.
- EBT396 Current Topics in Information Technology (3).** This course is designed to acquaint students with current trends and issues in information technology by focusing on one of a number of information technology topics. Topics currently addressed in this course are Database Applications, Ethics and Technology, or E-Commerce Web Site Development. Prerequisite: EBT350.
- EBT397 Database Design and Implementation (3).** This course provides in-depth coverage of enterprise level database technology issues including data modeling, logical and physical table design, and implementation in a relational DBMS environment. Students gain hands-on experience in the use of enterprise-level development techniques such as CASE tools and advanced SQL. Prerequisite: EBT350.
- EBT461 Business Process Management (3).** This course provides an extensive investigation of a company's core business processes and the interactions within and between them. The primary focus of this course is the application of information technologies to transform organizations and improve their performance. Students will gain a general understanding of

project management and in-depth knowledge of enterprise systems and the role they play in changing organizations. Prerequisite: EBT350.

- EBT488 Applications Development for E-Business (3).** This course examines the design and implementation of web-based applications systems using an event-driven/object oriented development platform. Included is in-depth coverage of the technologies required for the implementation of E-Business web sites. Topics include E-Business web site design, Server-side development technologies, Cascading Style Sheets, Web Data Access, and Extensible Markup Language (XML). A web application development project is used as a medium to allow students to practice their implementation skills as well as design side skills in the areas of database design and normalization, user interface design, program usability considerations, and the system development life cycle. Prerequisites: EBT201 and EBT397.
- EBT494 Systems Analysis and Design (3).** This course concentrates on the first two stages of the systems development life cycle. It provides an in-depth study of the processes involved in doing a requirements analysis and a logical and physical system design. Implementation issues are also discussed. Case analyses are used as the primary teaching mechanism. Prerequisite: EBT350.
- EBT501 Current Topics in Information Technology (2).** This course is designed to acquaint students with current trends and issues in information technology by focusing on one of a number of information technology topics. Topics currently addressed in this course are Ethics and Technology, Information Technology Project Management, or E-Commerce Web Site Development. Graduate only.
- EBT591 Electronic Commerce (3).** This course provides an in-depth examination of the concept and application of electronic commerce from a managerial perspective. Topics include, infrastructure for E-Commerce, E-Commerce business models, and current issues surrounding the implementation of E-Commerce in organizations. Graduate only.

FAMILY BUSINESS

- FE235 Family Business Profile: Character, Ethics, and History (4).** This course not only introduces the basic concepts of family business, but also helps students *apply* what they have learned to their family's business. A major component of this course is students assessing their skills, interests, and career options both inside and outside of their family business. Not only will students create a personal development plan, but they will also take part every week in a one-hour peer discussion group facilitated by an expert in family systems. This course is required for the minor and a prerequisite for the major.
- FE355 The Business of Family Business. (3).** This course will enable students to evaluate issues that might have particular relevance in their family businesses or organizations. The course examines the business aspects of a family business. Specific topic areas include governance, power, leadership, management, competition and growth, strategic planning, and estate planning. Prerequisites: FE235 and ATG211.
- FE375 Family Business Internship. (3).** The family business internship gives students an opportunity to gain experience in a family-owned business other than their own. Students are placed with a family business to study, observe, and become involved in the actual operations. They will experience the traits unique to family business, such as family dynamics, conflict resolution, and succession. Through journals, reports, and presentations, students will apply what they have learned to the real world. Class is graded on a Pass/Fail basis. Prerequisite: FE235.
- FE455 Family Business Capstone. (3).** This course is a culmination of all the family business course topics. It integrates the student's experience and learning in both family and business systems. Students will gain a broader and integrated understanding of the family, business, and ownership systems. In addition, students apply the information learned through their coursework to family businesses. By the end of the course, students have created a portfolio outlining the skills, credentials, and experiences that demonstrate their worth in the market. Prerequisites: Senior standing and FE235, FE355, and FE375.

FINANCE

- FIN201 Introduction to Personal Finance (3).** The purpose of this course is to provide students with an understanding of the basics of personal finance. An introduction will be given to budgeting, financial goal setting, insurance concepts, and retirement and estate planning. Students will be given information on how to seek help from finance professionals and sources for more advanced information on financial planning.
- FIN303 Money & Financial Institutions (also ES303) (3).** A study of the role of money and the flow of funds in the financial process and their relationship to the U.S. and international financial systems. The course will also cover financial institutions and the characteristics of the main financial markets. Prerequisite: ES101.
- FIN311 Business Finance (3).** An introduction to corporate finance from the viewpoint of the financial manager. Major topics include the fundamental concepts, financial theory, time value of money, cash flow valuation, stocks and bonds, capital budgeting and risk and return. Prerequisite: ATG211, ES101 and DS 280.
- FIN320 Investments (3).** An introduction to investments, primarily from the viewpoint of the individual investor. Investment media; regulation; treatment of risk; financial markets, brokers and the investments industry; sources of investor information; fundamental and technical analysis, investment companies, introduction to portfolio theory, and random walk concepts. Emphasis is on stocks, bonds, and commodities investing in the U.S. markets, but other media and foreign markets are also considered. Prerequisite: FIN311.
- FIN333 Principles of Insurance and Risk Management (3).** A survey of the concepts of risk and risk financing as well as commercial insurance products available to cover risks. Topic examples include automobile, employment practice, workers compensation, employer liability, and general insurance. (Junior Standing)
- FIN395 Finance Internship (3).** The purpose of this course is to provide students an opportunity to obtain experiential and practical learning by interning with corporations, financial institutions, and government agencies. Pass/Fail only. Does not count as upper-division elective toward finance major.
- FIN410 Financial Management I (3).** Acquisition and employment of funds by the financial manager with particular emphasis on capital budgeting under uncertainty, cost of capital, computer financial modeling, multinational finance, and capital structure decisions. Prerequisite: FIN311.
- FIN411 Financial Management II (3).** Further study of theoretical concepts and analytical techniques of business finance. Short-term financial planning, cash and credit management, and working capital management will be emphasized. Additional special topics will be considered. Prerequisite: FIN311.
- FIN412 Multinational Finance (3).** The financial management of multinational firms. Analysis is given of foreign exchange rate determination, international financial institutions and markets, and management of assets under international financial uncertainty. Prerequisite: FIN311.
- FIN413 Bank Management (3).** Emphasis will be placed on the management of commercial banks and related depository financial institutions. Topics will include asset/liability management, capital formation, source and use of funds, supervision and examination policies and profitability planning. Prerequisite: FIN311.
- FIN415 Financial Risk Management (3).** This course focuses on the evaluation of financial risks to firms from changes in interest rates, exchange rates, or commodity or other prices. The course will cover risk exposure evaluation; products available such as forward rate agreements, futures contracts, options, and swaps; and hedging strategies. Students will be exposed to theory as well as computational aspects of risk management techniques. Prerequisites: MS226 and FIN320.

- FIN420 International Investments (3).** The purpose of this course is to provide students with an understanding of international investment. An introduction will be given on the international monetary environment and the relations across monetary variables and the determinants of foreign exchange rates. The main focus of this course will be on motivations for international investing and the international institutional features, the environment of international investments, the concepts, and the process of international investment and characteristics in global equity and global fixed-income markets. Prerequisite: FIN311.
- FIN421 Equity Fund Management (3).** An applied course in equity analysis and portfolio management. Students set objectives, strategy, and selection criteria for the Roland George Growth Fund. Securities are analyzed and proposed to the trustees. Students may participate as trustees, team captains, and research assistants. Numerous presentations, research papers, and meetings are required with an open-ended class schedule. Responsibility also includes monitoring of the Roland George Income Fund holdings. Successful investment practitioners participate as lecturers in the George Program, including portfolio managers, analysts, and pension fund consultants. Scholarships based on merit are awarded to top students in the program. Prerequisites: FIN320 and approval of the course instructor.
- FIN422 Fixed Income Fund Management (3).** An applied course in fixed income analysis and advanced topics in portfolio management. Holdings of the Roland George Income Fund are analyzed and changes are prepared based on objectives, criteria, and strategy set by the class. Students may participate as trustees, team captains, and research assistants. Numerous presentations, research papers and meetings are required with an open-ended class schedule. Responsibility also includes monitoring of the Roland George Growth Fund holdings. Successful investment practitioners participate as lecturers in the George Program including portfolio managers, analysts, and pension fund consultants. Scholarships based on merit are awarded to top students in the program. Prerequisites: FIN320 and approval of the course instructor.
- FIN501 Current Issues in Finance (2).** A graduate level seminar on current issues and problems in the field. Graduate only.
- FIN503 International Business and Finance (3).** Examination of macroeconomic principles by focusing on foreign exchange consequences, financial institutions, international payments flows, international monetary system, and international banking. Graduate only.
- FIN511 Advanced Financial Management (3).** Corporate finance course aimed at further understanding and application of financial concepts learned in the basic course. Emphasis placed on the responsibility of the financial manager to contribute to the operating efficiency of the firm, its long range objective and the financial decision-making process. Graduate only.
- FIN521 Applied Research in Equities (2).** A graduate level seminar in equity analysis and portfolio management. Research projects are done for the Roland George Investments Program. Prerequisite: FIN320 (Investments) or approval of instructor. Graduate only.
- FIN522 Applied Research in Fixed-Income Analysis (2).** A graduate level seminar in fixed-income analysis and portfolio management. Research projects are done for the Roland George Investments Program. Prerequisite: FIN320 (Investments) or approval of instructor. Graduate only.

MANAGEMENT

- MGT305 Principles of Management (3).** This course exposes students to the fundamental concepts of organization and management. It emphasizes the role of a manager as a decision-maker and how managers, in every organization, plan, organize, motivate, and control in rapidly changing environments. Prerequisite: Junior Standing.

- MGT306 Organizational Behavior (3).** This experiential learning course focuses on helping students understand human behavior in organizations through discussion, problem-solving, group projects, and modeling of behavioral decision processes. Topics covered include organizational culture, motivation and reward systems, leadership practice, and the future of human relationships in work environments. Prerequisite: MGT305 or Permission of Instructor.
- MGT307 Organizational Theory and Design (3).** This course presents a macro perspective of the organization. It concentrates on the system-wide dynamics which determine organizational effectiveness. Subjects highlighted include organizational structure, hierarchy, design, development, change, power, conflict, governance, and technology. Prerequisite: MGT305 or Permission of Instructor.
- MGT308 Human Resource Management (3).** The purpose of the course is to establish an understanding of how human resource management contributes to the productivity of the organization and to the job satisfaction of its members. Current issues, theories, tools, and techniques will be isolated and studied. Numerous hands-on applications will be employed to give the student a feel for what the job of human resource manager actually entails. Prerequisite: MGT305 or Permission of Instructor.
- MGT398 Management Internship (3).** Students prepare employment credentials and are placed with a host organization to study, observe and become involved in the management of that organization. Prerequisite: Permission of Instructor.
- MGT400 Current Topics in Human Resource Management (3).** This course allows for in-depth study of contemporary significant topics in the areas of organizational behavior and human resource management. The topics for the course vary from semester to semester and have recently included Performance Appraisal, Compensation and Benefits, Futurism and Management, Recruitment and Selection, Leadership Development and the High Tech/High Touch Evolution of Business. Prerequisites: MGT305 and MGT 308, or Permission of Instructor.
- MGT404 International Business (3).** Designed to acquaint the student with the environment confronting managers who enter the international arena. Analyzes the cultural, economic, legal, political and institutional factors influencing international operations. Examines the unique problems of developing organization, finance, marketing, labor and production policies and practices. Prerequisite: MGT305 or Permission of Instructor.
- MGT405 International Management (3).** The management of firms with international operations differs significantly from those doing business in a single country. This course addresses managerial concerns peculiar to international, multinational, and global business organizations. The material presented focuses on the issues confronting managers, especially top management, as they strive to plan, organize, staff, and control global business operations. Prerequisite: MGT305 or Permission of Instructor.
- MGT409 Managerial Ethics and Decision Making (3).** This class is a modular experiential learning course that focuses on helping students to learn more about their own values and decision-making, consider issues of ethics and decision making in organizations, and evolve a "big picture" vision of the future and the challenges all organizations will face as our economic and social paradigm evolve. The class involves journals, learning portfolios, and other innovative learning requirements. The class qualifies as an Applied Ethics minor course. Prerequisite: MGT305 or Permission of Instructor.
- MGT430 Quality Management and Supervision (3).** The course surveys various approaches to improving the quality of services and products. Focus is on Management issues such as job design, labor relations, self-managing work teams, and techniques to analyze and improve quality and productivity. Student teams apply their knowledge through cases and/or project assignments in an existing organization. Prerequisite: MGT305 or Permission of Instructor.

- MGT451 Entrepreneurial Management (3).** This course offers students the tools to manage the growth process of a start-up company. Strategic, financial, marketing and personnel problems common to small start-up companies are investigated using the case method. This course is a part of the Joseph C. Prince Entrepreneurship Program. Prerequisite: FIN 311 or Permission of Instructor.
- MGT465 Organizational Development and Training (3).** This course allows students to apply behavioral science knowledge to problems of organizational change and enhancement. Students are guided to understand organizational development as an ongoing, positive process in organizations. Through a major project, students actually consult with an organization on a specific organizational problem. Prerequisite: MGT305, 306, and 308, or Permission of Instructor.
- MGT500 Current Issues in Management (2).** A graduate level seminar on current issues and problems in the field. Graduate only.
- MGT501 Current Topics in Management (2).** A graduate level seminar on current issues and problems in the field. Graduate only.
- MGT519 Organizational Theory and Behavior (3).** This course studies the organization from both a macro and micro perspective by focusing on organizational structure and organizational interactions. The dynamics and links between individual, groups, and the environment are analyzed to highlight the determinants of organizational effectiveness. Graduate only.
- MGT595 Strategic Management (3).** An integrated concept of Business Administration which will relate the principles and problems studied in the various "functional" fields. Case studies. Graduate only. Capstone course.

MARKETING

- MKT315 Principles of Marketing (3).** An introduction to the decision-making concepts and processes used in developing effective marketing programs for consumer and industrial goods and services. (Junior-level course.)
- MKT316 Consumer Behavior (3).** An analysis of behavioral factors affecting consumer decision-making and demand. Emphasis is placed on conceptual and technical tools used by managers for practical application in profit and non-profit firms. Prerequisite: MKT315.
- MKT318 Marketing Research (3).** This course emphasizes the research process as an aid to decision making in marketing management. Topics include: research methodology, presentation of marketing research results, evaluation of the effectiveness of marketing research. Prerequisites: DS280, DS350, MKT315.
- MKT350 Marketing Career Development Experience (3).** The purpose of the course is for students to complete a 120 hour internship and begin the process of creating a job search plan. Students will create a Strategic Self Marketing Plan for themselves as well as complete a career interview with a professional in their chosen field. They will do research into their chosen fields and learn about networking, resume writing and interviewing. Presentations about their internship experience will complete the classroom portion of the course. Prerequisites: MKT315, MKT318, Permission of Instructor.
- MKT416 Retail Management (3).** This course provides an overview of retailing, the retail language and the skills retailers need to survive. The student, using the computer, gets practical experience in areas such as merchandising planning, human resource management, store location analysis, store layout, promotion planning, vendor analysis, and financial analysis. Prerequisite: MKT315.
- MKT417 Channels and Physical Distribution (3).** The study of the various decision areas in channel system design and management. Topics include: transportation and storage, channel system types, system design, wholesaling, retailing, evaluation of channel systems and the

impact of electronic commerce. Discussion in class focuses on current events in distribution and trends facing distribution managers. Prerequisite: MKT315.

- MKT419 Professional Selling (3).** This course offers the student an opportunity to learn and practice skills of personal selling in a professional manner. Stages of the professional selling process are explored, with emphasis on development of adaptive selling techniques and effective interpersonal communication skills. Prerequisite: MKT315 or Permission of Instructor.
- MKT420 Global Marketing (3).** This course investigates the use of the marketing variables and marketing strategy in developing countries and avoiding the pitfalls in marketing in countries outside the United States. The importance of differences among nations in language, culture and social forces, politics and laws, values, channels of distribution, and buyer behavior is examined. Prerequisite: MKT315 or Permission of Instructor.
- MKT440 Advertising & Promotions Management (3).** An applied course with a complete immersion into the study and practice of advertising and promotion management, where students develop and write a complete promotional plan, utilizing skills from previous marketing courses (such as market research and consumer behavior), as well as developing new ones related to promotion techniques. Topics covered include research and analysis of market situations and consumer behavior; positioning strategies; budget planning; promotion tools development and creation; event planning and promotion, and measuring promotion effectiveness. Prerequisite: MKT315 or Permission of Instructor.
- MKT445 Special Topics in Marketing (3).** This course offers the student an opportunity to investigate and study a special, current marketing topic not covered in other marketing courses.
- MKT450 Marketing Management (3).** The purpose of this course is to study and practice the managerial approach to marketing where marketing managers are viewed as decision-makers and problem-solvers. Using cases as a focus, students develop skills in linking the logic and concepts of marketing to relevant data, analyzing the data, and making rational decisions. Prerequisite: MKT315.
- MKT500 Current Issues in Marketing (2).** A graduate level seminar on current issues and problems in the field. Graduate only.
- MKT516 Marketing Decision-Making (3).** A study of the process for designing and implementing strategic programs for the marketing of goods and services. Topics covered include the gathering of decision-making data, setting of strategic direction, and the creation of marketing programs. Graduate only.

PRODUCTION AND OPERATIONS MANAGEMENT

- POM507 Managerial Decision Analysis (3).** An analysis of the quantitative decision making process in management. Emphasis on decision theory, probabilities, marginal reasoning, game theory, linear programming, queuing, simulation and trends in statistical analysis. Graduate only.



Dean James Woodward

SCHOOL OF MUSIC

Mission—The School of Music is committed to the following:

1. a curriculum and environment conducive to student growth (intellectual, cultural, artistic, professional, and social) which prepare individuals for successful careers in music;
2. individual achievement enhanced by the development of critical thinking skills, enriching life values, ethical practices, and effective leadership skills;
3. student and faculty collaboration centered on student needs, goals, and aspirations;
4. a philosophy of individual responsibility for life-long learning and support for and involvement in the arts and arts institutions;
5. providing for faculty a positive working environment that is intellectually and artistically challenging; and
6. contributing to the cultural life of the university and the local and global community.

Goals and Methods—The School of Music is an undergraduate professional school that offers programs of study for high school graduates who are intellectually and musically qualified. It seeks to prepare its graduates for professional careers and for graduate study in music. The degree programs emphasize training in basic musical disciplines, and students must also become proficient in applied and theoretical areas and complete certain Arts and Sciences courses. Each music student works under the supervision of a faculty adviser; limited enrollment ensures close attention for every student. A music minor is available to qualified students in the College of Arts and Sciences and the School of Business Administration; a description appears at the end of this section. The School offers musical opportunities and experiences for all university students and aggressively supports the cultural life of the university and community.

Admission—In addition to general University admission requirements and academic regulations, an audition/interview is required of all School of Music applicants. Contact the Music Admissions Counselor for audition and interview appointments (music@stetson.edu). See *Applied Music* section at the end of the music listing for information on the level of proficiency expected of entering music majors. Under special circumstances, some students may be admitted "music major only." Students so admitted who wish later to enter the College of Arts and Sciences or School of Business Administration must meet special requirements.

Music Scholarships—Scholarships are available to talented and promising students. Please contact the Music Admissions Counselor for an audition. Note: A student need not major in music in order to receive a music scholarship.

Basic Curriculum—In the freshman and sophomore years, music majors must take certain basic courses: i.e., six hours from the first-year English sequence (EH111, EH121, EH131) to be taken during the first semesters of residence, eight to ten hours of applied music, and twenty-four hours of theoretical music study. At the end of the sophomore year, each student's record is reviewed by the faculty to determine eligibility for junior status.

Recitals and Ensembles—Music majors must appear in general student recitals at least once each semester. They must participate in the ensemble program during each semester of residence. All students enrolled in applied music courses must participate concurrently in a major ensemble.

Music Library—The Music Library is conveniently located on the second floor of Presser Hall. It houses approximately 11,000 recordings, 14,000 scores and 45 current periodical titles. There are also modern listening facilities, including compact disc players, and several music-computer stations. There are additional music materials in the duPont-Ball Library.

Hours Required for a Degree—Although each degree within the Music School requires the completion of prescribed courses, which may total from 120 to 150 credit hours, it is possible for students to reduce the number of courses by showing competency in some areas through exemption exams. Students must complete a minimum of 120 credit hours for graduation.

Handbook—The *School of Music Student Handbook* lists specific degree requirements and School of Music rules and procedures. Students are held responsible for information contained in the handbook.

BACHELOR OF MUSIC PIANO OR ORGAN MAJOR

General Education Requirements	Credit Hours
English (EH111, 121, or 131)	6
Religious Studies (REL100, 106, 107, 108, or 109).....	3
Language (French and/or German).....	10
Mathematics	3
History (HY101, HY102, HY103, or HY104)	3
Movement (MCE141/341).....	1
Electives	4
Lower-division Major Requirements	
Theory (MC171-172, 271-272)	12
Aural Training (MC173-174, 273-274).....	4
Introduction to Music Analysis (MC177-178)	6
Functional Keyboard (MC175-176, 275-276*)	4
Conducting (MC277).....	2
Lessons (MCA112, 112, 113, 113)	10
Secondary Lessons (pianists take organ or 3 semesters organ and 1 semester harpsichord)	4
Music as a Profession (MC101)	1
Career Skills I (MC201).....	1
Organ History and Design (MC183){Organ Major Only}.....	1
Accompanying (MCE151)	2
Upper-division Major Requirements	
Theory Elective.....	3
Music History (MC398-399)	6
Music History Electives (Piano Major)	6

Music History Elective (Organ Major)	3
Music Technology (MC457)	3
Lessons (MCA313, 313, 313, 313)	12
Career Skills II (MC301)	1
Junior Applied Recital (MC362) or equivalent	1
Senior Recital (MC462).....	1
Piano Pedagogy/Repertoire (MC355-356).....	2
Improvisation (MC361).....	1
Service Playing (MC382) [Organ Major Only]	1

Other

Ensemble**	8
Large	4
Chamber	2
Elective	2
Free Elective	1-2
Sophomore Decision	
Oral Communication Competency	

***Total Hours 121

Forty hours of upper-division work required.

*Functional Keyboard as required.

**Students with scholarship awards may be assigned participation in ensembles beyond the minimum requirement.

***See Hours Required for Degrees at the beginning of the School of Music section.

BACHELOR OF MUSIC VOICE MAJOR

General Education Requirements	Credit Hours
English (EH111, 121, or 131)	6
Religious Studies (REL100, 106, 107, 108, or 109).....	3
Language (French, German, and Italian)	15
Mathematics	3
History (HY101, HY102, HY103, or HY104)	3
Movement (MCE 141/341)	1

Lower-division Major Requirements

Theory (MC171-172, 271-272)	12
Aural Training (MC173-174, 273-274)	4
Introduction to Music Analysis (MC177-178)	6
Functional Keyboard (MC175-176, 275-276*)	4
Conducting (MC277).....	2
Lessons (MCA112, 112, 113, 113)	10
Music as a Profession (MC101)	1
Career Skills I (MC201).....	1
Diction (MC117, 118, 218)	3

Upper-division Major Requirements

Theory Elective.....	3
Music History (MC398-399)	6
Music History Elective	3
Music Technology (MC457)	3
Lessons (MCA313, 313, 313, 313)	12
Career Skills II (MC301)	1
Junior Applied Recital (MC362) or equivalent	1
Senior Recital (MC462).....	1
Pedagogy/Repertoire (MC455, 456)	3
Improvisation (MC361)	1
Opera/Musical Theatre Workshop (MCE311)	4

Other	
Ensemble**	14
Large	8
Choral Union	4
Elective	2
Sophomore Decision	
Oral Communication Competency	

***Total Hours 126

Forty hours of upper-division work required.

*Functional Keyboard as required.

**Students with scholarship awards may be assigned participation in ensembles beyond the minimum requirement.

*** See Hours Required for Degrees at the beginning of the School of Music section.

BACHELOR OF MUSIC GUITAR MAJOR

General Education Requirements	Credit Hours
English (EH111, 121, or 131)	6
Religious Studies (REL100, 106, 107, 108, or 109).....	3
Language (Spanish recommended)	10
Mathematics	3
History (HY101, HY102, HY103, or HY104)	3
Movement (MCE141/341).....	1
Electives	4

Lower-division Major Requirements	
Theory (MC171-172, 271-272)	12
Aural Training (MC173-174, 273-274).....	4
Introduction to Music Analysis (MC177-178)	6
Functional Keyboard (MC175-176, 275-276*)	4
Conducting (MC277).....	2
Lessons (MCA112, 112, 113, 113)	10
Music as a Profession (MC101)	1
Guitar Seminar (MC254).....	4

Upper-division Major Requirements	
Theory Elective.....	3
Music History (MC398-399)	6
Music History Elective	3
Music Technology (MC457)	3
Lessons (MCA313, 313, 313,313)	12
Junior Applied Recital (MC362) or equivalent	1
Senior Recital (MC462).....	1
Improvisation (MC361).....	1
Guitar Seminar (MC454).....	4

Other	
Ensemble**	8
Large	4
Chamber	2
Elective	2
Free Electives	5
Sophomore Decision	
Oral Communication Competency	

Total Hours 120

Forty hours of upper-division work required.

*Functional Keyboard as required.

**Students with scholarship awards may be assigned participation in ensembles beyond the minimum requirement.

BACHELOR OF MUSIC

ORCHESTRAL INSTRUMENT MAJOR

General Education Requirements	Credit Hours
English (EH111, 121, or 131)	6
Religious Studies (REL100, 106, 107, 108, or 109)	3
Language	10
Mathematics	3
History (HY101, HY102, HY103, or HY104)	3
Movement (MCE141/341)	1
Electives	4

Lower-division Major Requirements

Theory (MC171-172, 271-272)	12
Aural Training (MC173-174, 273-274)	4
Introduction to Music Analysis (MC177-178)	6
Functional Keyboard (MC175-176, 275-276*)	4
Conducting (MC277)	2
Lessons (MCA112, 112, 113, 113)	10
Music as a Profession (MC101)	1
Career Skills I (MC201)	1

Upper-division Major Requirements

Theory Elective	3
Music History (MC398-399)	6
Music History Elective	3
Music Technology (MC457)	3
Lessons (MCA313, 313, 313, 313)	12
Career Skills II (MC301)	1
Junior Applied Recital (MC362) or equivalent	1
Senior Recital (MC462)	1
Pedagogy/Repertoire (MC455)	1
Improvisation (MC361)	1

Other

Ensemble**	16
Large	8
Chamber	2
Elective	6 (recommend that winds elect 2 jazz)
Free Electives	2
Sophomore Decision	
Oral Communication Competency	

Total Hours 120

Forty hours of upper-division work required.

*Functional Keyboard as required.

**Students with scholarship awards may be assigned participation in ensembles beyond the minimum requirement.

BACHELOR OF MUSIC

THEORY AND COMPOSITION MAJOR

(EMPHASIS IN THEORY OR COMPOSITION)

General Education Requirements	Credit Hours
English (EH111, 121, or 131)	6
Religious Studies (REL100, 106, 107, 108, or 109).....	3
Language	5
Computer Music (DA 461)	3
Mathematics	3
History (HY101, HY102, HY103, or HY104)	3
Movement (MCE141/341).....	1
Electives	3
Science of Music (Theory Emphasis) (PS154)	4
Electives (Composition Emphasis).....	3

Lower-division Major Requirements

Theory (MC171-172, 271-272)	12
Aural Training (MC173-174, 273-274).....	4
Introduction to Music Analysis (MC177-178)	6
Functional Keyboard (MC175-176, 275-276*)	4
Conducting (MC277).....	2
Lessons (MCA112, 112, 112, 112)	8
Secondary Lessons (Theory -piano/organ if not principal instrument)	4
Secondary Lessons (Composition-piano/organ if not principal instrument)	2
Music as a Profession (MC101)	1
Career Skills I (MC201).....	1
Introduction to Composition (MC279, 279, 279, 279 Comp. Emphasis)	4
Introduction to Composition (MC279 Theory Emphasis)	1

Upper-division Major Requirements

Music History (MC398-399)	6
Music Literature Elective	3
Music Technology (MC457) or Intro to Digital Arts (DA 101)	3
DA Elective	3
Orchestration and Arranging (MC379)	3
Counterpoint (MC371)	3
Theory Pedagogy (MC477)	2
Advanced Analysis (MC471)	3
Lessons (MC312, 312)	4
Career Skills II (MC301)	1
Junior Applied Recital (MC362)	1
Composition I, II (MC375-376)	6
Composition III (MC475) (Composition Emphasis)	3
Senior Composition Research Project (MC476) (Composition Emphasis)	3
Senior Theory Research Project (MC479) (Theory Emphasis)	3

Other

Ensemble**	8
Large	4
Chamber	2
Elective	2
Free Electives (Theory Emphasis)	3
Sophomore Decision****	
Oral Communication Competency	

Total Hours 126

Forty hours of upper-division work required.
 *Functional Keyboard as required.
 **Students with scholarship awards may be assigned participation in ensembles beyond the minimum requirement.
 ***See Hours Required for Degrees at the beginning of the School of Music section.
 ****To advance to the Junior level, composition-emphasis students must have a cumulative 2.5 average and no grade lower than a C- in MC171, MC172, MC271, MC272, MC177, MC178 (or MC179), MC173, MC174, MC273, MC274, or MC279 (4 semesters). Theory-emphasis students at the end of the sophomore year must have a cumulative GPA of 3.0 in all theory courses; make a C or better in MC171, MC172, MC177 (or MC179), MC178, MC271, and MC272; and must make a C- or better in all aural training courses and in Introduction to Composition. Only classes taken at Stetson will be used for the average. Classes passed through exemption or AP will not be used for the average. If a transfer theory major has not completed 10 hours of Stetson theory by the end of the sophomore year, the student will be evaluated after having completed 10 hours of Stetson theory courses.

BACHELOR OF MUSIC

WITH ELECTIVE STUDIES IN A SPECIFIC OUTSIDE FIELD

General Education Requirements	Credit Hours
English (EH111, 121, or 131)	6
Religious Studies (REL100, 106, 107, 108 or 109)	3
Language	10
Mathematics	3
History (HY101, HY102, HY103 or HY104)	3
Movement (MCE141/341)	1

Outside Field
 Must be a University-approved minor or other 21-hour program approved by the adviser and department chair in that field.

Lower-division Major Requirements	
Theory (MC171-172, 271-272)	12
Aural Training (MC173-174, 273-274)	4
Introduction to Music Analysis (MC177-178)	6
Functional Keyboard (MC175-176, 275-276*)	4
Conducting (MC277).....	2
Lessons (MCA112, 112, 112, 112)	8
Music as a Profession (MC101)	1
Career Skills I (MC201).....	1

Upper-division Major Requirements	
Music History (MC398-399)	6
Music Technology (MC457)	3
Lessons (MCA312, 312, 312, 312)	8
Career Skills II (MC301)	1
Senior Recital (MC462).....	1
Improvisation (MC361)	1

Other	
Ensemble**	8
Large	4
Chamber	2
Elective	2
Free Electives	7
Sophomore Decision	
Oral Communication Competency	
***Total Hours	120

Forty hours of upper-division work required.

*Functional Keyboard as required.

**Students with scholarship awards may be assigned participation in ensembles beyond the minimum requirement.

***See Hours Required for Degrees at the beginning of the Music School section.

Two typical applications of elective studies follow:

BACHELOR OF MUSIC WITH ELECTIVE STUDIES IN DIGITAL ARTS

General Education Requirements	Credit Hours
English (EH111,121, or 131)	6
Religious Studies (REL100, 106, 107, 108, or 109)	3
Language (French or German)	5
Mathematics	3
History (HY101,102,103 or 104)	3
Movement (MCE141/341)	1
Science of Music (PS154)	3

Outside Field—Digital Arts

Music Technology Seminar (MC253/453)	1
Multimedia Recording Techniques (DA361)	3
Sound and Interactivity (DA375)	3
Computer Music (DA461)	3
Introduction to the Digital Arts or Music Technology (DA101 or MC457)	3
DA or Composition Electives (Upper Division)	6

Lower-division Major Requirements

Theory (MC171-172, 271-272)	12
Aural Training (MC173-174, 273-274)	4
Introduction to Music Analysis (MC177-178)	6
Functional Keyboard (MC175-176, 275-276*)	4
Conducting (MC277)	2
Lessons (MCA112,112,112,112)	8
Introduction to Composition (MC279,MC279)	2
Jazz and 20 th Century American Music (MC196)	3
Music as a Profession (MC101)	1
Career Skills I (MC201)	1

Upper-division Major Requirements

Music History (MC398-399)	6
Orchestration and Arranging (MC379)	3
Lessons (MCA312,312)	4
Junior Applied Recital (MC362)	1
Senior Music Technology Project (MC498)	3
Senior Music Technology Recital (MC462)	1
Improvisation (MC361)	1
Theory/Composition Elective	3

Other	
Ensemble**	8
Large	4
Chamber	2
Elective	2
Free Electives	3
Sophomore Decisions in Applied Music and Music Technology	
Oral Communication Competency	
***Total Hours	123

Forty hours of upper-division work required.

*Functional Keyboard as required.

**Students with scholarship awards may be assigned participation in ensembles beyond the minimum requirement.

***See Hours Required for Degrees at the beginning of the School of Music section.

Music students may also choose a Bachelor of Arts degree with emphasis in Digital Arts (Music Track). See degree description under Digital Arts (College of Arts and Sciences).

BACHELOR OF MUSIC WITH ELECTIVE STUDIES IN BUSINESS ADMINISTRATION LEADING TO THE M.B.A.

General Education Requirements	Credit Hours
English (EH111,121, or 131)	6
Religious Studies (REL100, 106, 107, 108, or 109)	3
Language	10
History (HY101, 102, 103, or 104)	3
Movement (MCE141/341)	1
Mathematics	3
Outside Field—Business Administration	
Business Statistics (DS280) [Prereq: MS101 or equiv.]	3
Legal, Social, Ethical Environment or Business Law (BN209 or BN407)	3
Financial/Managerial Accounting (ATG213)	3
Economics (ES101 & ES102)	6
Principles of Management (MGT305) [Req: Junior Standing]	3
Business Finance (FIN311) [Prereq: ES101, ATG213]	3
Principles of Marketing (MKT315) [Req: Sophomore Standing]	3
Quantitative Methods for Business Decisions (DS350)	3
Lower-division Major Requirements	
Theory (MC171-172, 271-272)	12
Aural Training (MC173-174, 273-274)	4
Introduction to Music Analysis (MC177-178)	6
Functional Keyboard (MC175-176, 275-276*)	4
Conducting (MC277)	2
Lessons (MCA112,112,112,112)	8
Music as a Profession (MC101)	1
Career Skills I (MC201)	1
Upper-division Major Requirements	
Music History (MC398-399)	6
Lessons (MCA312,312,312,312)	8
Career Skills II (MC301)	1
Senior Recital (MC462)	1
Improvisation (MC361)	1
Music Technology (MC457)	3

Other	
Ensemble**	8
Large	4
Chamber	2
Elective	2
Free Elective	1
Sophomore Decision	
Oral Communication Competency	
Total Hours	120

Forty hours of upper-division work required.

*Functional Keyboard as required.

**Students with scholarship awards may be assigned participation in ensembles beyond the minimum requirement.

If the student chooses not to take the additional year of study leading to the M.B.A. degree, the 21-hour emphasis in Business Administration consists of the following: ES101, ATG213, MGT305, FIN311, MKT315, and two elective courses in the School of Business. The remaining six hours in the 120-hour degree may be taken as electives.

Master’s of Business Administration (M.B.A.) Fifth Year of Study

	Credit Hours
Managing Information Technology (EBT591)	3
Organizational Theory and Behavior (MGT519)	3
Music Management, 2 semesters	6
International Business & Finance (FIN503)	3
Advanced Financial Management (FIN511)	3
Managerial Decision Analysis (POM507)	3
Advanced Accounting Seminar (ATG520)	3
Marketing Decision-Making (MKT516)	3
Strategic Management (MGT595)	3
Ensemble, 2 semesters	2
	32

The GMAT exam must be taken in fall of the senior year for entry into the M.B.A. program. A GPA of 3.0 (overall or last two years) required for entry into the M.B.A. program.

NOTE: This program, the Bachelor of Music with Elective Studies in Business Administration and the Master’s of Business Administration, is intended to be completed in 5 years or in 5 years and a summer.

BACHELOR OF MUSIC EDUCATION
INSTRUMENTAL/GENERAL*

General Education Requirements	Credit Hours
English (EH111, 121, or 131)	6
Philosophy of Religion	3
Science (including one Lab Science)	9
Mathematics	9
Speech	3
Social Science	12

Education Requirements

Assessment (EN326)	3
Social Foundations of Education (EN245)	3
Educational Psychology (EN255)	3
Methods of Instruction (EN265)	3
Senior Intern Seminar (EN429)	3
Student Teaching (EN430)	9
Educational Management of Exceptional Students (EN474)	3

Improving Reading and Writing Skills in the Middle/Secondary School (EN 427)	3
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Lower-division Major Requirements

Theory (MC171-172, 271-272)	12
Aural Training (MC173-174, 273-274)	4
Introduction to Music Analysis (MC177)	3
Functional Keyboard (MC175-176, 275-276**)	4
Conducting (MC277).....	2
Lessons (MCA112, 112, 112, 112)	8
Instrumental Techniques (MC255, 256, 257, 258 – 3 of these)	6
Secondary Voice Class (MCA151)	1

Upper-division Major Requirements

Music History (MC398-399)	6
Music Technology (MC457)	3
Intermediate/Advanced Conducting (MC278/377)	2
Lessons (MCA312, 312, 312)	6
Senior Recital (MC462).....	1
Elementary School Music Methods (MC351).....	3
Secondary School Orchestral Methods or Marching Band Methods (MC352 or 353)	2
Instrumental and Vocal Methods in the Secondary School (MC354)	3

Other

Ensemble***	12
Large	7
Chamber	1
Elective	4 (Winds must elect 1 Jazz/Pop)
Sophomore Decision	

***Total Hours 150

Students must meet general University requirements for admission to Teacher Education.
Piano students must show proficiency on an orchestral instrument through acceptance by audition into a major instrumental ensemble.

Forty hours of upper-division work required.

*Graduates of this degree will have completed all of the coursework currently required for state teacher certification.

**Functional Keyboard as required.

***Students with scholarship awards may be assigned participation in ensembles beyond the minimum requirement.

****See Hours Required for Degrees at the beginning of the School of Music section.

BACHELOR OF MUSIC EDUCATION VOCAL/GENERAL* General Education Requirements

	Credit Hours
English (EH111, 121, or 131)	6
Philosophy of Religion	3
Science (including one Lab Science)	9
Mathematics	9
Speech.....	3
Social Science	12

Education Requirements

Assessment (EN326)	3
Social Foundations of Education (EN245)	3
Educational Psychology (EN255).....	3
Methods of Instruction (EN265)	3
Senior Intern Seminar (EN429)	3
Student Teaching (EN430)	9
Educational Management of Exceptional Students (EN474).....	3
Improving Reading and Writing Skills in the Middle/Secondary School (EN 427)	3

Lower-division Major Requirements

Theory (MC171-172, 271-272)	12
Aural Training (MC173-174, 273-274).....	4
Introduction to Music Analysis (MC177).....	3
Functional Keyboard (MC175-176, 275-276**)	4
Conducting (MC277).....	2
Lessons (MCA112, 112, 112, 112) (Voice, Guitar or Keyboard)	8
Instrumental Techniques (MC255 or 256; MC257 or 258)	4

Upper-division Major Requirements

Music History (MC398-399)	6
Music Technology (MC457)	3
Intermediate/Advanced Conducting (MC278/377)	2
Lessons (MCA312, 312, 312) (Voice, Guitar or Keyboard)	6
Senior Recital (MC462).....	1
Elementary School Music Methods (MC351).....	3
Instrumental and Vocal Methods in the Secondary School (MC354)	3

Other

Ensemble***	12
Large	7
Choral Union	4
Elective	1
Sophomore Decision	

***Total Hours 145

Students must meet general University requirements for admission to Teacher Education.

Forty hours of upper-division work required.

*Graduates of this degree will have completed all of the coursework currently required for state teacher certification.

**Functional Keyboard as required.

***Students with scholarship awards may be assigned participation in ensembles beyond the minimum requirement.

****See Hours Required for Degrees at the beginning of the School of Music section.

Guitar Students:	Guitar Seminar (MC 254 or 454) (2)
	Voice (MCA 111 or 311) (2)
Keyboard Students:	Accompanying (MCE 151) (2)
	Piano Pedagogy (MC 355, 356) (2)
	Voice (MCA 111 or 311) (2)

BACHELOR OF ARTS

MUSIC MAJOR

The Bachelor of Arts degree with a major in music is a liberal arts degree offered jointly by the College of Arts and Sciences, which grants the degree, and the School of Music. It is designed for those students who wish to pursue the traditional Arts and Sciences curriculum with a departmental major.

Courses to be taken in the College of Arts and Sciences:	Credit Hours
English (EH111, 121, or 131)	6
Oral Communication (1 Course from CN201, CN205, CN206, CN208 or certification of oral competency)	3
Mathematics (1 course)	3
Civilization (1 Course from HY101, HY102, HY103, HY104)	3
Natural Science (1 Course in 2 of the following departments: Biology, Chemistry, Geology, Physics; or BY101 and BY102, CY101 and 102, PS101 and 102, or PS201 and 202)	8
Social Science (2 Courses from American Studies, Economics, Geography and Environmental Science, Political Science, Psychology, Sociology and Anthropology)	6
Fine Arts (1 Course from Art, Art History, or Theatre Arts; or AS263, HUM275, or RS301)	3
Religious Heritage (1 Course from REL100, REL106, REL107, REL108, or REL109)	3
Contemporary Culture (1 Course)	3
Foreign Language (10 hours through the 102 level)	10
Ethical Decision-Making (1 Course)	3
Movement	1
Senior Project in Humanities (HUM498)	3
Electives	11-14
Total Hours (A&S)	66
Total Hours (A&S)	66

Courses to be taken in the School of Music:	
Music as a Profession (MC101)	1
Music Theory (MC171-172, 173-174, 175-176, 177-178, 271-272, 273-274, 275-276*)	26
Music History and Literature (MC398-399)	6
Lessons (MCA112, 112, 112, 112, 312, 311)	11
Recital	1
Ensemble**	6
Lower-division (MCE101 or MCE121)	4
Upper-division (MCE301 or MCE321)	2
Electives (Upper-division, excluding ensembles)	3
Sophomore Decision	
Total Hours (SOM)	54

Total Hours Required for the Major: 120

Thirty hours of upper-division work required.

*Functional Keyboard as required.

**Students with scholarship awards may be assigned participation in ensembles beyond the minimum requirement.

CHURCH MUSIC MINOR

(must be added to a music degree)

	Credit Hours
Choral Ensemble (MCE101/301).....	4
Conducting (MC277-278)	4
Liturgies (MC386)	3
Hymnology (MC388)	3
Church Music Practicum (MC384)	1

plus

Those with keyboard as major instrument

Voice (MCA111, 111)	2
Service Playing (MC382)	1
Organ (4 semesters)	4

or

Those with voice as major instrument

Keyboard (piano or organ) (MCA111, 111)	2
After all Functional Keyboard requirements are met	

or

Those with another major instrument

Voice (MCA111, 111)	2
Keyboard (piano or organ) (MCA111, 111)	2
After all Functional Keyboard requirements are met	

GENERAL MINOR IN MUSIC

(must be added to a non-music degree)

The requirements for the minor in music include, first, an audition in the primary area of performance and, second, 23 hours of courses (completed with a 2.0 overall Music GPA) in the following areas:

Theory (MC171-172).....	6
Introduction to Analysis (MC 177-178)	6
Major Ensemble (4 semesters)	4
Lessons (MCA111/311, 4 semesters)	4
Music Survey (MC190, 191, 196, 197 or equivalent).....	3

SCHOOL OF MUSIC COURSE OFFERINGS

- MC101 Music as a Profession (1).** A course designed to aid music majors in the development of skills and disciplines to enhance their growth as professional musicians and to acquaint them with career opportunities. Offered fall semesters.
- MC117 Italian Diction (1).** A study of the phonetic principles of the Italian language as they pertain to singing. Offered spring semesters.
- MC118 German Diction (1).** A study of the phonetic principles of the German language as it pertains to singing. Prerequisite: MC117. Offered fall semesters.
- MC161 Elementary/Advanced Keyboard Studies (Pass/Fail)(0).** A group meeting of independent studies in functional keyboard. Permission of instructor required.
- MC171 Theory I (3).** A study of the materials of music, including fundamentals (pitch, rhythm, scales and modes, intervals, triads), melody and melodic organization, diatonic harmony and secondary dominants, and basic musical forms. Offered fall semesters.
- MC172 Theory II (3).** Continuation of MC171. Offered spring semesters.

- MC173 Aural Training I (1).** An aural approach to the study of the materials of music studied in music theory, including scales, intervals, chord quality, melody, rhythm, harmonic function, and form. Offered fall and spring semesters.
- MC174 Aural Training II (1).** Continuation of MC173. Offered fall and spring semesters.
- MC175 Functional Keyboard I (1).** A development of key feeling and of harmonization, improvisation, and sight-reading keyboard skills. Offered fall semesters.
- MC176 Functional Keyboard II (1).** Continuation of MC175. Offered spring semesters.
- MC177 Introduction to Music Analysis I (3).** An application of the analytical techniques acquired in music theory to the study and understanding of the music of all periods, including the music of other world cultures. Offered fall semesters.
- MC178 Introduction to Music Analysis II (3).** Continuation of MC177. Offered spring semesters.
- MC179 Analysis of World Music (1).** An application of analytical techniques acquired in music theory to the study and understanding of the musics of Indonesia, Africa, Japan, and India. Offered fall semesters.
- MC183 Organ History and Design (1).** A brief study of the development of the organ, with special emphasis on tonal and mechanical design.
- MC185 Independent Study (TBA).** Freshman level.
- MC190* Music in the Arts (3).** This course is an introduction to the process of using music to enhance the appreciation of the other arts. It is designed to develop basic analytic skills and vocabulary necessary for effective discourse about music in collaborative settings. The skills developed will be primarily aural, and the vocabulary learned will be primarily non-technical. For non-music majors. Offered fall semesters.
- MC191* Introduction to Music (3).** Designed to increase the student's knowledge, understanding, and enjoyment of music. Objectives include gaining a basic knowledge of the history and nature of our musical heritage, acquiring familiarity with some of the great works of music, developing the ability to discuss music in both oral and written forms, and developing greater appreciation for music in general and for a wider range of music. The focus of the course is art music from the Gregorian period to more recent music. World music and other types of music may be included. For non-music majors. Offered fall semesters.
- MC194 Introduction to Indian Music (1).** A study of the fundamentals of Indian music in both theory and practice. Students will learn the basics of Indian music through demonstrations, listening, reading, and playing the tabla. The basics of Indian vocal technique will be studied along with traditional classical Indian musical instruments such as the santur, sitar, and tamboura. For non-music and music majors.
- MC196* Jazz and 20th-Century American Music (3).** A study of the evolution of the uniquely American art form, jazz, through study and recorded performances of outstanding jazz artists within five main style periods; and an investigation of the relationship of jazz to both classical and popular music. Offered spring semesters. For non-music and music majors. Music majors, see MC496.
- MC197* History of Popular Music (3).** A study of the evolution of popular music through reading and recorded performances by outstanding artists. Objectives include gaining a knowledge of the history and nature of our musical heritage, developing the ability to discuss popular music, and developing greater appreciation for music in general. For non-music majors.
- MC201 Career Skills I (1).** Exploration of career opportunities emphasizing individual research and dialog with musicians working in the field. Offered fall semesters.

- MC218 French Diction (1).** A study of the phonetic principles and peculiarities of the French language, especially as they pertain to singing. Prerequisite: MC117. Offered spring semesters.
- MC253 Music Technology Seminar (1).** An open forum with group projects and lectures, emphasizing current topics related to the field of music technology. Offered fall and spring semesters.
- MC254** Guitar Seminar (1).** The study of performance practices, pedagogy, and literature for the guitar. Prerequisite: Guitar major. Offered fall and spring semesters.
- MC255 Instrumental Techniques (2).** A course designed to develop a teaching knowledge of the string and woodwind instruments and provide sufficient skills for purposes of demonstrating the instruments to developing players both individually and in an ensemble setting. Offered fall semesters.
- MC256 Instrumental Techniques (2).** Continuation of MC255. Offered spring semesters.
- MC257 Instrumental Techniques (2).** A course designed to develop a teaching knowledge of the brass and percussion instruments and provide sufficient skills for purposes of demonstrating the instruments to developing players both individually and in an ensemble setting. Offered fall semesters.
- MC258 Instrumental Techniques (2).** Continuation of MC257. Offered spring semesters.
- MC 261 Elementary/Advanced Keyboard Studies (1).** A group meeting of independent studies in functional keyboard. Permission of instructor required.
- MC271 Theory III (3).** A continued study of the materials of music, 16th- and 18th-century counterpoint, chromatic harmony, complex chordal structures, basic formal designs such as variation technique, sonata form, and rondo, post-Romantic styles and techniques, Impressionism, and 20th-century styles and techniques. Prerequisite: MC172. Offered fall semesters.
- MC272 Theory IV (3).** Continuation of MC271. Offered spring semesters.
- MC273 Aural Training III (1).** Continuation of MC173-4, incorporating materials from MC271-2. Offered fall and spring semesters.
- MC274 Aural Training IV (1).** Continuation of MC273. Offered fall and spring semesters.
- MC275** Functional Keyboard III (1).** Continuation of MC175- 6. Offered fall semesters.
- MC276** Functional Keyboard IV (1).** Continuation of MC275. Offered spring semesters.
- MC277 Basic Conducting (2).** The study and application of basic gestures employed in conducting choral and instrumental ensembles. Objectives include the development of confident physical technique necessary to communicate basic patterns, asymmetrical meters, multi-meters, preparatory gestures for attacks, releases, phrase endings, articulation, active and passive gestures, the fermata, cueing, dynamics, and tempi. Includes an introduction to choral and instrumental score study and to rehearsal techniques. Prerequisites: MC172, 174, 176. Offered fall semesters.
- MC278 Intermediate Conducting (2).** Continued refinement of the physical characteristics of conducting, leading to the development of an expressive conducting technique. Emphasis will be placed on more detailed score study and on the acquisition and application of efficient and effective rehearsal techniques. Mini-rehearsals will be conducted with in-class ensembles, Stetson choral and instrumental groups and field experiences with area school and community choral and instrumental ensembles. Prerequisite: MC277. Offered spring semesters.

- MC279** Introduction to Composition (1).** A study and application of the basic techniques of music composition. Prerequisite: MC172 and permission of the instructor. Offered fall and spring semesters.
- MC285 Independent Study (TBA).** Sophomore level.
- MC301 Career Skills II (1).** Development of an understanding of unions, agents, grant writing, auditioning skills, entrepreneurial skills, and other business practices related to the music profession. Preparation for graduate school. Internship involved. Offered spring semesters.
- MC351 Elementary School Music Methods (3).** A methods and materials course designed for teaching general music in the elementary classroom. Performance as music education, learning theory, lesson planning, classroom management are studied. Students complete a field teaching and observation experience in the elementary classroom. Recorder proficiency is required. Development of professional portfolio is begun. Guitar proficiency required. Offered spring semesters.
- MC352 Secondary School Orchestral Methods (2).** Students will research literature, methods, and materials for secondary school string programs. Recruitment, instrument maintenance and repair, parent organizations, budgeting, administration and community relationships are studied. Development of professional portfolio is included. Field experience is required. Prerequisites: MC277 required; MC278 strongly suggested. Offered fall semesters.
- MC353 Marching Band Methods (2).** The role of the marching band in the total instrumental program of the secondary school is studied. The purpose of the marching band, marching styles, show styles, and show design are explored. Marching fundamentals, majorettes, flag corps, expanded use of percussion are contained in course content. Band parent organizations, budgets, travel, and program maintenance are addressed. Development of professional portfolio is included. Field experience is required. Prerequisites: MC277 required; MC278 strongly suggested. Offered fall semesters.
- MC354 Instrumental and Vocal Methods in the Secondary School (3).** Philosophical considerations such as music as art, the value of music in education, and the role of the music educator are studied. Students survey choral and instrumental literature at various grade levels appropriate for the secondary student. Solo/ensemble literature, choral literature texts, and instrumental methods books are reviewed. Vocal characteristics of the secondary student are studied along with appropriate vocal techniques. Basic conducting and rehearsal techniques are reviewed. Vocal and instrumental score analysis is addressed as rehearsal preparation. Classroom management, grading, seating arrangements, instrument purchase and maintenance, budgets, recruiting, support organizations, and scheduling comprise additional course content. Development of professional portfolio is included. Field experience is required. Prerequisites: MC255, 257, 277. General music methods for secondary students are explored. Offered fall semesters.
- MC355 Piano Pedagogy/Repertoire (1).** A course designed to familiarize the student with pedagogical materials, repertoire, and technical approaches used in teaching developmental piano, as well as related areas such as managing a private teaching studio and succeeding with competitive adjudication. Prerequisite: Sophomore Decision or permission of instructor. Offered fall semesters of alternate years.
- MC356 Piano Pedagogy/Repertoire (1).** Continuation of MC355. Offered spring semesters of alternate years.
- MC361 Improvisation (1).** Practical studies in stylizing and creating melodic lines over given harmonies, as well as other harmonic techniques, as related to the performance practices of specific styles including aleatoric and jazz. Offered fall and spring semesters.
- MC362 Junior Recital (1).** A half-hour solo recital (or equivalent, such as an opera role or concert to performance, approved by the teacher). Offered fall and spring semesters.

- MC363** String Orchestral Excerpts (1).** This course focuses on the art of preparing and performing orchestral auditions. String students will study excerpts and perform a mock audition in class. Participants will have extensive opportunity to play and hear the standard orchestral repertoire. Prerequisite: Must be taking private lessons. Offered fall and spring semesters.
- MC371 Counterpoint (3).** A study of the principles of polyphonic writing as they were embodied in the music of the 16th, the 18th, and the 20th centuries. Assignments include analysis and composition. Prerequisite: MC272. Offered spring semester of alternate years.
- MC373 Aural Training V (1).** Continuation of MC274. Offered fall semester of alternate years.
- MC375 Composition I (3).** Directed study of advanced compositional techniques. Prerequisite: MC279. Offered fall and spring semesters.
- MC376 Composition II (3).** Continuation of MC375. Offered fall and spring semesters.
- MC377 Advanced Choral Conducting (2).** Continued development of skills in choral and instrumental score analysis and in rehearsal techniques. Includes the study of choral repertoire and the organization and administration of choral music programs. Prerequisite: MC278. Offered spring semesters.
- MC377 Advanced Instrumental Conducting (2).** Continued development of skills in instrumental and choral score analysis and in rehearsal techniques. Includes the study of instrumental repertoire and the organization and administration of instrumental music programs. Prerequisite: MC278. Offered spring semesters.
- MC378 Choral Arranging (2).** Experience in arranging for all combinations of voices and for voices accompanied by piano and small instrumental ensembles. Students will gain practical experience through performance. Prerequisite: MC272. Offered as needed.
- MC379 Orchestration and Arranging (3).** Experience in orchestration and arranging for all combinations of instrumental groups, transposition of instruments, groupings, and application through performance. Prerequisite: MC272. Offered fall semesters.
- MC382 Service Playing (1).** A practical organ class in playing hymns, accompanying chants and anthems, conducting from the console, transposing and modulating. Prerequisite: Four semesters of organ study.
- MC384 Church Music Practicum (1).** A seminar relating to actual experiences of the students in church positions. Particular emphasis is given to rehearsal preparation, choice of repertoire, and interpersonal relations. Prerequisites: MC386 or 388; Church Music Minor.
- MC385 Independent Study (TBA).** Junior level.
- MC386 The Music of the Great Liturgies (3).** An historical study of the worship of the Christian church from its Jewish roots, with particular emphasis on the musical elements in the various liturgies. Prerequisite: MC398.
- MC388 Hymnology (3).** A study of the major movements in Christian hymnody from New Testament time through the present age. Texts and tunes are considered, and an attempt is made to see why people sing hymns and what happens when they do. Prerequisite: MC398.
- MC391 Symphonic Literature (3).** An historical survey of the outstanding works of the eighteenth, nineteenth, and twentieth centuries for the symphony orchestra. Prerequisites: MC178, 272, 398, 399. Offered spring semester of alternate years.
- MC392 Song Literature (3).** An overview of solo vocal literature and history from the seventeenth through the twentieth century. Prerequisites: MC 398, 399. Offered spring semester of alternate years.

- MC393 Piano Literature I (3).** A survey of keyboard works from the harpsichord schools preceding J. S. Bach through the works of Ludwig van Beethoven and the beginnings of Romanticism. Works are examined in their musical, historical, and cultural context, as well as their relevance in today's repertoire. Prerequisites: MC 398 and 399, or permission of instructor. Offered fall semester of alternate years.
- MC394 Chamber Music Literature (3).** An historical survey of the outstanding works of the eighteenth, nineteenth, and twentieth centuries for chamber ensembles. Prerequisites: MC178, 272, 398, 399. Offered fall semester of alternate years.
- MC395 Piano Literature II (3).** An examination of keyboard works from early Romanticism through the works of contemporary composers. A continuation of MC393. Prerequisite: MC398, 399, or permission of instructor. Offered spring semester of alternate years.
- MC398 Music History I (3).** A survey of Western music from Antiquity through the Baroque era. Representative works are studied and significant trends and developments are discussed. An individual listening list is developed in conjunction with the course. Prerequisites: MC172, 177. Offered fall semesters.
- MC399 Music History II (3).** A survey of Western music from the Enlightenment to the present. Representative works are studied and significant trends and developments are discussed. An individual listening list is developed in conjunction with the course. Prerequisites: MC172, 177. Offered spring semesters.
- MC401 Internship (1).** Hands-on experience in the music field through a variety of cooperating organizations.
- MC402 Internship (2).** Hands-on experience in the music field through a variety of cooperating organizations.
- MC429 Senior Practicum Seminar (3).** A general methods seminar designed as a culminating experience for preservice teachers. Content is based on best practices research in education. Students develop materials and teaching units/projects for implementation in classroom settings. Legal/ethical issues, crisis intervention, and professionalism are addressed. Corequisite: MC430 and EN474 (taken as a block).
- MC430 Clinical Practicum (9).** A direct, substantial, and full-day teaching experience for a minimum of 12 weeks in elementary, middle, or secondary schools. Application required one semester in advance of placement. Corequisite: MC429 and EN474 (taken as a block).
- MC453 Music Technology Seminar (1).** An open forum with group projects and lectures, emphasizing current topics related to the field of music technology. Offered fall and spring semesters.
- MC454** Guitar Seminar (1).** The study of performance practices, pedagogy, and literature for the guitar. Prerequisite: Guitar major. Offered fall and spring semesters.
- MC455 Pedagogy/Repertoire (1).** An introduction to the fundamentals of the pedagogy and repertoire of the major instrument or voice for performance majors. Laboratory experience of supervised teaching may be included. Offered fall and spring semesters.
- MC456 Vocal Pedagogy/Repertoire (2).** An introduction to the fundamentals of the pedagogy and repertoire of voice for performance majors. Issues addressed include the elements of singing, studio strategies, long-term vocal health, history of vocal pedagogy, and knowledge of appropriate teaching literature. Prerequisite: MC455. Offered fall semester.
- MC457 Music Technology (3).** An introduction to technology, including study of the components of a computer system, music composition and notation software, sequencing and editing software, synthesizers and samplers, and computer programs for music instruction. Offered fall and spring semesters.

- MC462 Senior Recital (1).** An hour solo recital for performance majors or a half-hour solo recital for performance principals. Offered fall and spring semesters.
- MC471 Advanced Analysis (3).** A study of various analysis and research techniques involved in the preparation of theoretical papers. Several papers are required. Prerequisite: MC272. Offered spring semester of alternate years.
- MC475 Composition III (3).** Continuation of MC376. Offered fall and spring semesters.
- MC476 Senior Composition Research Project (3).** The preparation, organization, rehearsal, and presentation of a senior composition recital. Prerequisite: MC475. Offered fall and spring semesters.
- MC477 Theory Pedagogy (2).** A study of the methods of teaching music theory and an overview and criticism of several popular theory texts. Includes observation, supervised teaching, and tutoring experiences in lower-division theory classes. Prerequisite: MC272. Offered fall semester of alternate years.
- MC479 Senior Theory Research Project (3).** The preparation of a major analytical paper. Prerequisite: MC471.
- MC485 Independent Study (TBA).** Senior level.
- MC492 Opera Literature (3).** A survey of significant composers, works and periods in the history of opera. Prerequisites: MC398-399. Offered spring semester of alternate years.
- MC496* Jazz and 20th-Century American Music (3).** A study of the evolution of the uniquely American art form, jazz, through study and recorded performances of outstanding jazz artists within five main style periods; and an investigation of the relationship to both classical and popular music. For music majors. Offered spring semester.
- MC498 Music Technology Senior Project (3).** Preparation of a significant composition project to be performed on the Music Technology Senior Recital.

*Fulfills the Fine Arts requirement for students in the College of Arts and Sciences

**May be repeated for credit.

MUSIC ENSEMBLES

These ensembles are open to all students of the University, whether music majors or non-music majors. An audition is required for the majority of the ensembles. All ensembles may be repeated for credit.

- MCE101, 301 Major Choral Ensembles (1)**
 Concert Choir
 Stetson Chorale
 Choral Union (fall semester only)
- MCE111, 311 Opera/Musical Theatre Workshop (1)**
- MCE121, 321 Major Instrumental Ensembles (1)**
 Orchestra
 Symphonic Band
 Jazz Ensemble
- MCE131, 331 Chamber Ensembles (1)**
 Flute Orchestra
 Clarinet Choir
 Saxophone Ensemble
 Brass Ensemble

Percussion Ensemble
 Chamber Orchestra
 Conducting Laboratory Choir
 Guitar Ensemble
 Various small chamber ensembles

MCE141, 341 **Movement (1)** Experience in various styles of dance
MCE151 **Accompanying (1)**

APPLIED MUSIC

Credit may be earned in an applied area of study within any of the following categories:

MCA100	Class lessons in piano, voice, and guitar for non-music majors
MCA101	1-credit lower-level course for non-music majors studying applied music
MCA301	1-credit upper-level course for non-music majors studying applied music
MCA111	1-credit lower-level course for music majors studying a secondary instrument and music minors
MCA311	1-credit upper-level course for music majors studying a secondary instrument and music minors
MCA112	2-credit lower-level course for music majors studying the major instrument
MCA312	2-credit upper-level course for music majors studying the major instrument
MCA113	3-credit lower-level course for music majors studying the major instrument
MCA313	3-credit upper-level course for music majors studying the major instrument
MCA151	Secondary Class Lessons for music majors (voice, piano)

All applied music courses may be repeated for credit.

A \$25 practice room fee is charged of all music majors and minors. A \$100 private lesson fee is charged of all non-music majors or minors. Summer lessons are charged a fee in addition to tuition. Check with the School of Music Dean's Office for the current fee.

AUDITION GUIDELINES

Guitar

Candidates for guitar study should be able to play major and minor scales (Segovia Edition); studies corresponding in difficulty to those of Sor, Carcassi, and Brouwer; and perform two contrasting solo works from memory. Candidates will be asked to sight-read provided exercises and should have a knowledge of the rudiments of music.

Organ

Candidates for organ study should be able to play organ works such as: the Eight "Little" Preludes and Fugues of Bach, chorale preludes from Bach's *Orgelbüchlein*, the chorale preludes of Brahms, Op. 122, or works of comparable difficulty. Alternatively, proficient pianists with a desire to study organ should demonstrate proficiency by satisfactorily performing Two-Part Inventions of Bach, Sonatas by Beethoven or Mozart, or works of comparable difficulty. Strong potential should be demonstrated in aural training.

Percussion

Candidates for percussion study should prepare their audition from the following:

- Mallets - Major scales through four sharps and four flats with arpeggios.
- Two Mallets (play one of these or the equivalent) Brahms - *Hungarian Dance #6*, Khatchaturian - *Sabre Dance*, Dinicu/Heifitz - *Hora Staccato*
- Four Mallets (play one of these or the equivalent) any etude by Musser, Houliiff, or Smadbeck. Stout - *Mexican Dance*

- Snare Drum - 1. Demonstrate rudiments, 2. long roll in concert and rudimental style, 3. Cirone - Portraits in Rhythm (any) or, 4. any Grade Four or higher rudimental drum solo.
- Timpani - 1. Demonstrate ability to tune timpani; 2. Long roll pp. to FF to pp; 3. Any etudes by Firth, Goodman, Friese or; 4. Any Grade Four or higher timpani solo.

Piano

Candidates in piano study must demonstrate evidence reasonably justifying that they will satisfactorily complete a four-year degree program. They should have acquired systematic methods of practice and be able to play all major and minor scales and arpeggios, including dominant and diminished sevenths in moderately rapid tempo. Works corresponding in difficulty to the Sonatas of Clementi, Haydn, Mozart, and Beethoven should have been studied. Repertoire for the audition should include:

1. A work from the Baroque style period (for example, from J.S. Bach a Two or Three Part Invention, a dance/movement from a Suite or Partita, or a Prelude and Fugue.)
2. A movement from a classical Sonata (for example, Clementi, Haydn, Mozart, or Beethoven.)
3. A work from either the 19th or 20th centuries.
4. Audition material must be performed from memory. Candidates may be asked to sight-read and/or demonstrate scales and arpeggios.

String Instruments

Candidates should be able to play all major and minor scales in at least three octaves.

Violins and Violas: Studies comparable in difficulty to Fiorillo, Kreutzer, Bruni; concerti such as Bach, Haydn, Stamitz or Telemann and /or solo works of similar difficulty.

Cellos: Studies comparable in difficulty to Popper, Schroeder and Duport. Candidates should have a movement of a Bach Suite and a movement from a standard concerto such as Boccherini, Saint Saens, Haydn C and Lalo.

Bass: Etude comparable in difficulty to Simandl 30 Etudes or Bille 18 Etude and two contrasting movements from a standard Sonata or Concerto (can substitute two contrasting short works from the standard repertoire.)

Voice

Candidates for voice study must prepare two contrasting songs in English, Italian, French, German, or Spanish with good diction, correct phrasing, and musical intelligence. Candidates should have a knowledge of the rudiments of music and will be asked to sight-sing several vocal exercises that will be provided at the audition. An accompanist will be provided upon request. No taped accompaniments will be allowed.

Winds

Candidates for study in the area of winds should be able to play the chromatic and all major scales in at least two octaves, and will be asked to sight-read. Repertoire for an audition may include studies, sonata or concerto literature, and orchestral excerpts, with contrasting styles represented. Candidates for the wind major must demonstrate potential for satisfactory completion of the appropriate degree.

Composition

Candidates for study in composition must interview with Dr. Manuel DeMurga, Director of Composition Studies, before being admitted into the Bachelor of Music Theory and Composition degree program. Prior to the interview, candidates should submit a portfolio containing at least two scores and/or recordings of their compositions. Composition candidates must also successfully audition on an applied instrument or voice and present evidence reasonably justifying the expectation that they will satisfactorily complete the four-year degree.

Digital Arts/Jazz (keyboard, percussion, electric guitar, and electric bass – all other instruments follow the guidelines above.)

Admission into the Bachelor of Arts in Digital Arts-Music degree or the Bachelor of Music with Emphasis in Digital Arts degree is based on a portfolio review, performance audition, and interview with the Digital Arts program director. The portfolio must contain 1-3 original compositions, with written scores if available, as well as a short resume describing previous experience with computers or music technology. Applicants may also include any digital media projects or research papers on topics relevant to the Digital Arts major. In addition, applicants must complete a School of Music performance audition. Guitar, bass and keyboard applicants should be prepared to play major and minor scales two octaves and a technical etude. They should be able to play a jazz standard and improvise. All other performers may find the requirements for their applied area in the Bulletin.

CONTINUING EDUCATION

Director: Bill O'Connor

Continuing Education is committed to engaging learners in a process of lifelong learning. Offerings are designed to meet three educational priorities: professional development, personal enrichment, and community service. Courses and workshops utilize the expertise of Stetson University faculty as well as external experts. Courses and workshops are generally offered on a fee basis. CEU credit may be awarded in designated Continuing Education offerings.

ONGOING PROGRAMS

Elderhostel. Offered year-round, this program provides courses to senior citizens for study and personal growth. Programs are offered in DeLand, Daytona Beach, St. Augustine, a Golf and Tennis Academy in Palm Coast, at the Austin Carriage Museum in Weirsdale, and at Walt Disney World in Orlando. About 80 weeks are offered annually.

Senior Art Institute. Offers classes to the local senior community in the area of visual arts, theater art, and creative writing.

Leadership DeLand. A program offered annually in collaboration with the DeLand Area Chamber of Commerce designed to strengthen community leadership.

Mental Health, Counseling, Marriage and Family Therapy, and Health-Related Conferences. A one-day conference for area professionals who require continuing education hours or CEUs for licensure purposes in the field of marriage and family counseling and psychology. Continuing Education holds a provider status from the Florida Department of Business and Professional Regulation.

Multicultural Education Institute. This program provides community awareness to local educators who showcase multicultural awareness and experiences in their teaching curriculum. With the support of the DeLand Chamber of Commerce and local businesses, awards are presented to educators at elementary, middle, and high school levels.

Florida Winter Pastors' School. Held the last week in January, this annual event allows pastors from Canada and the United States to interact with nationally-known speakers on various theological topics.

Test Prep Classes. Preparatory classes are offered to students preparing to take the GRE, GMAT, LSAT, and MCAT. Classes are taught by professional training educators.

Certified Nursing Assistant Program. Provides state mandated training to students interested in sitting for the state Nursing Assistance test.

Business Management Classes. Classes are offered to the private sector and government offices on the latest trends in business management. Classes are instructed by both university professors and outside professionals.

Supervisory Management Certificate Program. A 12-week program that enhances participants' understanding of what is needed to become a more effective supervisor or manager. Modules on communication, team building, coaching, performance evaluations, conflict resolution, leadership skills, hiring, and firing will help enhance professional development. This program can be tailored to individual organizations.

Computer Business Series. Classes are scheduled introducing businesses to the newest means of marketing their products, the Internet. Classes will explain how the Internet and World Wide Web can be used as a marketing tool to increase sales and profitability. Classes are also available on a variety of popular software including Windows XP, Office 2000, etc. Customized training packages available.

Personal Finance Programs. Seminars are offered on a variety of personal financial topics including "Investing in Mutual Funds," "Managing Your Money," "Seven Secrets of Financial Success," and "Financial Strategies for Successful Retirement."

GRADUATE AND PROFESSIONAL PROGRAMS

College of Arts and Sciences

DEGREES OFFERED

Through the College of Arts and Sciences, the Master of Arts degree is offered in English. The Master of Education degree is offered in Educational Leadership, Exceptional Student Education, and Reading Education. The Master of Science degree is offered in Mental Health Counseling, Marital, Couple and Family Counseling/Therapy and School Counseling. Beyond the master's level, the Specialist in Education degree is offered in Educational Leadership, Curriculum and Instruction, and School Counseling. Graduate degrees in Counselor Education and Teacher Education are also offered at the Stetson University Center at Celebration.

Master of Arts (M.A.)

The Master of Arts degree is offered in English. The minimum number of hours required is 30. Requirements include a thesis and competency in a foreign language.

Master of Education (M.Ed.)

The Master of Education degree is designed for certified educators. Separate degree programs are available in Educational Leadership, Exceptional Student Education, and Reading Education. This degree requires a minimum of 30 semester hours of coursework. Students must pass a comprehensive written examination, and in certain programs, internships in the field are required. The student must be certifiable in the areas of his or her major before the degree will be awarded. The M.Ed. in Educational Leadership degree assumes that the student is or will be fully certified in either elementary or secondary education and has or will have completed a minimum of three years of successful teaching.

Master of Science (M.S.)

The Master of Science degree in counselor education is offered in three areas. The Master of Science in Mental Health Counseling requires a minimum number of 60 semester hours. No thesis is required, but students must enroll in a practicum, participate in two internships, and complete a successful oral defense of the portfolio prior to graduating from the program.

The Master of Science in Marital, Couple, and Family Counseling/Therapy requires a minimum of 60 semester hours. No thesis is required, but students must enroll in a practicum, participate in two internships, and complete a successful oral defense of the portfolio prior to graduating from the program.

The Master of Science degree in School Counseling is a 57-66 semester hour program. No thesis is required, but students must enroll in a practicum, participate in two internships, and complete a successful oral defense of the portfolio prior to graduating from the program.

Educational Specialist (Ed.S.)

The Educational Specialist degree is offered in three areas: Educational Leadership, Curriculum and Instruction, and School Counseling. This degree requires a minimum of 30 semester hours of coursework beyond the master's degree. A comprehensive oral examination or an action research project (depending on the degree program) is required at the end of the student's program.

In addition to the requirements for admission to graduate study listed below, applicants for admission to Ed. S. programs must present:

- (1) A master's degree from an accredited graduate school. For the Educational Leadership degree, the applicant must have a master's degree in Educational Leadership from an accredited institution. For the School Counseling degree, the applicant must have a master's degree in counseling from an accredited institution.
- (2) A current Florida teaching certificate which should be included with application materials. For the School Counseling degree, eligibility for certification in school counseling in Florida should be included with application materials.
- (3) A minimum cumulative grade-point average of 3.4 on a 4.0 scale in the master's degree program.
- (4) Evidence of successful experience as a teacher, counselor, or school administrator.

ADMISSION TO GRADUATE PROGRAMS IN THE COLLEGE OF ARTS AND SCIENCES

Any student who holds a baccalaureate degree from an accredited college or university may apply for admission to graduate programs in the College of Arts and Sciences. Applicants must request that official copies of transcripts of all previous college or university credits (undergraduate and post baccalaureate) be sent to the Office of Graduate Studies. The Master of Arts in English degree program requires a typed or printed writing

sample of approximately two-thousand words demonstrating the applicant's writing competence and analytical ability. The Master of Arts program requires the Graduate Record Examination (General). The Miller Analogies Test may be substituted for the GRE in Master of Education and Master of Science programs. The Educational Specialist program requires the Miller Analogies Test or the GRE General Test. An official report of scores received on applicable tests must be sent by the testing service to the Office of Graduate Studies. (The original student copy of Graduate Record Examination scores may be accepted for provisional admission, but for the student to continue, the official copy must be received from the testing service during the student's first term of enrollment.) The applicant must also furnish the names and current addresses of three professional persons, including an immediate supervisor and at least one former professor, who are qualified to judge the applicant's ability. A medical report is required, and a recent photograph is requested. Finally, the applicant must furnish a statement regarding his or her professional goals. In order to be assured of consideration, applications should be submitted two months prior to the opening of the term. More time may be necessary if admission examinations (GRE or MAT) must be completed. There is a \$25.00 application fee.

Materials submitted in support of an application are not released for other purposes and cannot be returned to the applicant.

Admission Standards

Admission to graduate programs in the College of Arts and Sciences is determined by the department to which the applicant is applying. Applicants should

1. Have earned an undergraduate degree from a college or university accredited by the appropriate regional association.
2. Complete an application packet.
3. Admission to graduate programs requires at least one from each category.
Students applying to the department of English must submit scores for all sections of the GRE (verbal, qualitative, analytical and analytical writing).
Students applying to any Teacher Education or School Counseling Program who are not fully certified teachers must submit passing scores on the General Knowledge Test (GK) or the CLAST exam.

Category I

- A composite score of at least 1000 on the Graduate Record Exam (verbal and quantitative). The Department of English requires that students submit scores for the analytical and analytical writing sections of the GRE. Based on the performance of past students, the Department of English looks for scores at or above the 50th percentile.
- A score of 50 or higher on the Miller Analogies Test. A score of at least 410 is required on tests taken after October 2004.
- An undergraduate grade point average of at least 3.0 in upper division courses (Educational Specialist candidates must have a grade point average of 3.4 in their master's degree program).
- Education Specialist candidates must have an earned master's degree from an accredited institution

Category II

- National Board Certification
- Documentation of post graduate course success
- Letters of recommendation
- Documentation of community and/or school leadership
- Group (required for all counselor education graduate programs) or individual interviews
- Writing sample (Required for the M.A. in English)
- Technology assessment (Required for all counselor education graduate programs)

The Graduate Council of Counselor Education sets the admissions standards for the Counselor Education Program based on standards from the Program Faculty, Florida Department of Education, Florida Department of Health, and the Graduate Council of Arts and Sciences.

Admission to the Counselor Education Graduate Program requires the following listed in Category II of the Admission Process:

- Letters of recommendation
- Group interview
- Technology assessment

Applicants not meeting these requirements may, under special and unusual circumstances, be admitted. Applicants granted provisional admission will be notified of the conditions under which they are admitted. A student failing to meet any condition of his or her admission will not be allowed to continue in a degree program.

Application

Information and application forms may be obtained from the Office of Graduate Studies, College of Arts and Sciences, Box 8419, Stetson University, DeLand, FL 32723. Students should apply prior to taking any graduate coursework in the College.

Enrollment as a Post-Baccalaureate Student (Non-degree status)

In the Departments of Teacher Education and Counselor Education, students who do not wish to pursue a degree program may enroll as post-baccalaureate (non-degree) students for such purposes as satisfying certification requirements, licensure requirements, or obtaining credit for transfer to another university. Students must present evidence of good standing at the last institution they attended; a transient student must have a statement from his or her university that he or she is a regularly enrolled graduate student in good standing. No more than six hours taken as a non-degree-seeking student may be applied to a degree program subsequently entered. Students desiring admission to graduate programs will be required to meet admission standards for the particular degree. Counselor Education students may enroll in six hours of introductory coursework prior to admission to the graduate program. Only students who have earned a baccalaureate degree from an accredited institution may pursue programs in Teacher Education, Counselor Education, or English.

REGISTRATION AND COURSES

At each registration, courses must be selected with advice from the student's program adviser. No course request form will be processed without the adviser's signature. (See Academic Calendar for deadlines.) Registration for a course obligates the student to pay the tuition for courses requested unless an official drop or withdrawal is accomplished. (See Registrar's Office web site for deadlines and instructions on registration).

Because of a limited number of evening courses, full-time students in some degree programs may find it necessary to register for daytime courses. Working students especially are urged to plan their programs from the outset with this in mind.

GRADUATE ACADEMIC WITHDRAWALS

If an enrolled graduate student wishes to withdraw from the University, dropping all courses and leaving campus, he or she must comply with the withdrawal process described below. Withdrawal covers all course enrollments for a given registration period regardless of their meeting schedule. The policy for dropping an individual course is described elsewhere in the Bulletin (see Drop/Add).

Students who leave the University without proper permission automatically suspend themselves and can be re-admitted only by special approval of the Dean of the appropriate College or School. A grade of F is recorded for all courses when a student leaves without prior approved withdrawal.

Official Withdrawal Procedures

1. The student must complete the withdrawal process at least two weeks prior to the last day of classes in a semester (excluding summer term). Students may not withdraw during the last two weeks of a semester.
2. The withdrawal process is initiated in the office of the graduate program in which the student is enrolled. The Dean of the College or School in which the student is enrolled must approve it.
3. Graduate students receiving any type of University-administered financial aid (including scholarships, loans, or grants) must present the Withdrawal Form to the Office of Financial Aid (Griffith Hall) for information and a signature.
4. Graduate students living on campus in any type of University housing must present the Withdrawal Form to the Office of the Dean of Students (Carlton Union Building) for information and signature.
5. The Withdrawal Form must be returned to the office of the graduate program in which the student is enrolled to complete the withdrawal process. Once initiated, the withdrawal process must be completed within seven calendar days. No Withdrawal Forms will be accepted after 4:30 p.m. on the last day to officially withdraw during that semester.
6. When a student completes the withdrawal process, it will be recorded on the permanent academic record as follows:
 - a. If completed before the mid-term withdrawal date (see the Academic Calendar for specific date), a grade of W will be assigned for each course. No credit is earned, and the grade point average is not affected.
 - b. If completed after the mid-term withdrawal date, a grade of WP or WF will be assigned for each course according to the instructor's evaluation of the student's performance to that point. WF's are treated as hours attempted, and grade point average is affected.
7. Withdrawal affects all courses in a term of enrollment. To drop a single course, including a special format course beginning later in a semester, a graduate student would follow the drop policy, gaining approval from the graduate office and the Dean. Students receiving financial aid must consult with the Office of Financial Aid before completing a drop. There may be financial consequences for failure to maintain at least half-time enrollment, except for post-baccalaureate students for whom the minimal academic load is at least six credit hours (five credit hours for M.A., M.S., M.Ed., Ed.S., and six credit hours for post-baccalaureate (post-bac) students).

ADVANCEMENT TO CANDIDACY

Admission to a degree program does not imply advancement to candidacy for a degree. A candidate in Teacher Education or English must complete at least nine hours of graduate work at Stetson with at least a 3.0 grade point average, and the approval of the program coordinator who certifies that all program advancement requirements are met.

Students completing degree programs in education must show satisfactory progress of the Field Evaluation I and Research Project I before advancement. The student is notified by letter when advanced to candidacy. Failure to meet the requirements for advancement to candidacy may result in the student being dropped from the graduate program.

For the Educational Specialist degree, the student must have successfully completed at least 12 hours in graduate study and met program requirements to be advanced to candidacy.

Counselor Education students must apply for advancement to candidacy and may do so upon the successful completion of 18 credit hours with the minimum of a 3.0 grade point average. A candidate in Counselor Education is advanced based on the written recommendation of the major department. Students are notified by letter when advanced to candidacy. Failure to meet the requirement for advancement to candidacy may result in the student being dismissed from the graduate program.

FOREIGN LANGUAGE REQUIREMENT

A reading knowledge of a foreign language approved by the student's department is required for the M.A. program. Students may satisfy this requirement by making an acceptable score on the reading examination administered by the Department of Modern Languages and Literatures. Application for an examination should be made to the Chair of the Department of Modern Languages, Sampson Hall, who will report the student's score to the Office of Graduate Studies.

The foreign language requirements must be satisfied before the student is allowed to register for his/her thesis.

THESIS

In programs that require a thesis, before beginning work on the thesis, the candidate must file a form in the Office of Graduate Studies showing that the topic has been approved by the director of the thesis, the department chair, and the Dean of the College. Prior to the final typing of the thesis, the candidate must have the approval of his or her thesis committee. After securing that approval, he or she must submit for verification of correct form three copies of the thesis, typed and ready for binding, to the thesis director at least two weeks before the date set for the oral examination.

FINAL DEGREE EXAMINATION

Application for the final degree examination must be made well in advance (see the Academic Calendar for deadlines). The final examination (whether written or oral) in a degree program may include a defense of the thesis (if a thesis is required), work done in courses, and any other work prescribed by the department. A candidate who fails the final degree examination may, at the discretion of the examining committee, be allowed to take a second examination. Normally, the student will be required to wait at least one term before taking a re-examination. A third examination will be allowed only in unusual circumstances, and will require the approval of the Graduate Studies Committee.

Final degree examinations will be given in the semester of graduation. However, summer examinations may be offered if faculty are available. Students should plan their programs to avoid summer examinations since there is a possibility that exams may not be available at that time. Students in Counselor Education do not take a final degree examination.

PORTFOLIO

A comprehensive accountability portfolio based on program and/or state/national standards must be completed and defended in the student's last semester. It is the responsibility of the student to schedule the portfolio review team. The portfolio defense must be evaluated by at least two faculty members and one practicing professional. Candidates may have input into the selection of the portfolio defense committee members. A scheduling request form can be found in the Office of Graduate Studies.

Counselor Education determines the portfolio defense team and schedule and does not require a portfolio defense form; however, students who are eligible for their portfolio presentation must submit their portfolios two weeks prior to the portfolio presentation.

THE GRADING SYSTEM

Graduate students are graded in accordance with the following plan: A (distinction); B (quality expected of a graduate student); C (not up to standards of graduate work); C- or D (not acceptable for graduate credit); and F (failure). A student who fails to maintain an academic average of B (3.0) in graduate coursework may be placed on academic probation or dropped from the graduate program. One C grade is allowed if it is balanced by an A or A+ grade in a course with equal hours. Two C grades or one C-, D, or F grade disqualifies the student. No student will be permitted to take more than nine semester hours beyond the number of hours originally specified in his or her program in order to present a B average for his or her total program.

THE GRADE OF INCOMPLETE (I)

Students are expected to complete all assignments on time. On occasion, because of illness or other serious circumstances, the Dean of Arts and Sciences may approve an extension of time for the completion of a course by awarding an I. When an I is granted, the course requirements must be completed two weeks prior to the end of classes at the next academic session, excluding summer, in which the student is enrolled. If the I is not removed, a grade of F will then be issued. In the case of serious extenuating circumstances, an incomplete may be extended. An appeal must be made through the Graduate Office to the Dean of the College during the semester the incomplete is due for completion.

An incomplete earned in the thesis course (EN555 or EH699) is an exception to the rule above. An incomplete in this course will remain until the thesis is completed. However, students should be aware there is a time limitation of six-years from the date of their first enrollment in which to complete all work toward a master's degree.

COURSE REQUIREMENTS

Specific course requirements are determined by the department offering the degree program. Additional coursework may be required if the department or the Graduate Council determines that the student's background is inadequate in the field in which he or she intends to major. Credit for the thesis varies from three to six semester hours, depending on the requirements of the specific degree programs. Although they may take up to twelve hours during fall and spring semesters and nine hours during the summer term, students are considered "full-time " when they take nine hours in the fall and spring semesters, and six hours during the summer.

TRANSFER OF CREDITS

Transfer of course credit is not automatic. An individual who holds the baccalaureate degree from a regionally accredited college or university may apply only 6 semester hours of graduate courses toward the graduate degree prior to admission to the program. A maximum of six semester hours may be transferred from another accredited graduate school provided these hours are approved by the department as part of the student's planned program. No grade below B- will be accepted as transfer credit. The student must fill out an appropriate form requesting transfer credit. A student wishing to take work at another institution after being admitted to a graduate program must first have the written approval of his or her major department. Afterwards, he or she must provide an official transcript of the work completed for the department's final approval of the transfer of credit. Note: Transfer credits expire six years after their completion. Transfer credits will be credited to the degree program only after the student has been advanced to candidacy. No work gained by correspondence courses is acceptable toward a graduate degree.

TIME LIMITATIONS

All work toward a master's degree, including transferred courses, must be completed within six years from the date of the first enrollment. The student who is unable to complete all degree requirements within this time may petition the Graduate Committee for a one-year extension.

FLORIDA DEPARTMENT OF EDUCATION CERTIFICATION REQUIREMENTS

All students enrolled in a state-approved teacher education program, including school counseling, must present passing scores on all tests required for certification as a requirement for program completion. The tests required for certification and program completion include a basic skills/general knowledge test, a professional skills test, and a subject area test. Students in Reading Education are required to take a reading state examination to obtain certification in reading.

The examinations required for certification and thus program completion (graduation) must be determined on an individual basis. The only examination required for certification and program completion for those candidates who already hold a valid Florida Professional Educators Certificate will be the appropriate subject area examination. However, candidates who do not hold a valid Florida Professional Educator's Certificate will be required to pass all certification examinations (general knowledge, professional skills, and subject area tests).

APPLICATION FOR GRADUATION

Degree candidates must file an application for graduation, with a \$100.00 fee, no later than the fourth week of the semester in which they expect to complete their degree requirements. Students failing to apply for graduation by this time are subject to a \$25.00 late fee. Students should file the form in the Office of the Registrar.

SEQUENCE OF EVENTS LEADING TO A GRADUATE DEGREE IN THE COLLEGE OF ARTS AND SCIENCES

1. Admission to a graduate degree program. See the Admission Standards section near the beginning of the Graduate and Professional Programs in the College of Arts and Sciences and any additional requirements under specific degree programs.
2. Assignment of an Adviser. Upon application for admission, each student is assigned an adviser. All programs of study and each term's registration must be approved by the adviser.
3. Advancement to candidacy. See the Advancement to Candidacy section in the Graduate and Professional Programs of the College of Arts and Sciences and any additional requirements under specific degree program. The student is responsible for completing all requirements for advancement before the specified deadline for his or her program. Failure to do so will require an interruption of the student's progress.
4. Filing of approved thesis topic. (Only applies to MA program). See the Thesis section in the Graduate and Professional Programs of the College of Arts and Sciences).
5. Application for graduation. See the Application for Graduation section in the Graduate and Professional Programs of the College of Arts and Sciences and Academic Calendar.
6. Application for examinations (written or oral) or portfolio defense. See Academic Calendar. (Not applicable to Counselor Education).
7. Submission of thesis for approval, if required by the program. See the Thesis section in the Graduate and Professional Programs of the College of Arts and Sciences and any additional requirements under specific degree program.

8. Final degree examination and/or portfolio defense. See the Final Degree Examination section in the Graduate and Professional Programs of the College of Arts and Sciences and any additional requirements under specific degree program. See also the Academic Calendar.
9. Submission of corrected thesis. See Academic Calendar. (Only applies to MA program).
10. Ordering a cap and gown. To be done in conjunction with filing for the degree.
11. Commencement. Attendance expected.

GRADUATE EDUCATION IN THE DEPARTMENT OF COUNSELOR EDUCATION

The Department of Counselor Education offers three Master of Science Degrees: Mental Health Counseling; Marital, Couple, and Family Counseling/Therapy; and School Counseling. These programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the Southern Association of Colleges and Schools, and the National Council for the Accreditation of Teacher Education (NCATE).

In addition to the M.S. in School Counseling, the Department of Counselor Education also offers an advanced degree in School Counseling, the Educational Specialist (Ed.S.) degree.

Mission and Objectives of Counselor Education

The mission of the Department of Counselor Education is to educate all students including those from diverse academic, geographic, religious/spiritual, ethnic, and cultural backgrounds, preparing them to accept their professional responsibilities with distinction. Students learn to behave ethically, become aware of their professional responsibilities and their own personal strengths and resiliency so that they apply their training and self-knowledge with a culturally diverse clientele.

Objectives of the Department of Counselor Education

- Objective 1: An ethically informed professional identity
- Objective 2: An awareness of personal strengths and resiliency
- Objective 3: An appreciation of diverse cultures
- Objective 4: Critical thinking and creative expression
- Objective 5: Efficacious commitment to professional and community

Admissions Process

The Graduate Council of Counselor Education sets the admissions standards for the Counselor Education Graduate Program based on standards from the program faculty, Florida Department of Education, Florida Department of Health, and the Graduate Council of the College of Arts and Sciences.

Admission to the Counselor Education Graduate Program requires an earned undergraduate degree from a college or university accredited by an appropriate regional association.

Admission to the Counselor Education Graduate Program requires at least one from Category I and all of the following in Category II:

Category I

1. Composite score of 1000 on verbal and quantitative on the Graduate Record Examination (GRE)
2. Score of 50 or higher on the Miller Analogy Test (MAT). A score of at least 410 is required on tests taken after October 2004.

3. Undergraduate grade point average of 3.0 in upper-division courses
4. Earned master's degree from an accredited university

Category II

1. Application
2. Undergraduate transcripts
3. Letters of recommendation
4. Group interview
5. Technology assessment
6. Passing scores on the General Knowledge Test if applying for the School Counseling Program

Each student is required to submit scores from the Graduate Record Exam (GRE) or the Miller Analogy Test (MAT) for admission into the program. However, an undergraduate grade point average of 3.0 in upper-division courses may assist a student whose standardized test scores do not meet the minimum criteria.

Students Seeking Certification and Licensure

Counselor Education accepts post-baccalaureate students for such purposes as satisfying certification or licensure.

Six (6) Hour Rule

Students may enroll in six (6) hours of introductory coursework prior to admission into the graduate program.

ENDORSEMENT ONLY PROGRAMS

Faculty

Judith Burnett, Ph.D., University of Massachusetts at Amherst
 Lynn L. Long, Ph.D., (Chair), University of Florida
 David March, M.S., CAP, LMHC, Stetson University
 Brigid M. Noonan, Ph.D., University of Maryland College Park
 Larry Rosen, Ed.D., St. Louis University

If a person holds a CACREP accredited master's degree in any area, he/she may receive an endorsement for another specialty by completing an endorsement only program.

Mental Health Counseling

Endorsement for Mental Health Counseling

CSL509 Individual, Marital & Family Psychotherapy and Psychopathology
 CSL514 Sexuality Counseling
 CSL516 Substance Abuse Counseling
 CSL517 Practicum: Mental Health Counseling
 CSL518 Internship I: Mental Health Counseling
 CSL519 Internship II: Mental Health Counseling
 CSL526 Foundations of Mental Health Counseling
 CSL527 Counseling in a Community Setting

Marital, Couple & Family Counseling/Therapy

Endorsement for Marital, Couple & Family Counseling/Therapy

CSL509 Individual, Marital & Family Psychotherapy and Psychopathology
 CSL510 Marriage & Relationship Counseling and Therapy
 CSL511 Seminar: Marital, Couple & Family Counseling/Therapy

CSL514 Sexuality Counseling
CSL516 Substance Abuse Counseling
CSL517 Practicum: Marital, Couple & Family Counseling/Therapy
CSL518 Internship I: Marital, Couple & Family Counseling/Therapy
CSL519 Internship II: Marital, Couple & Family Counseling/Therapy
CSL521 Counseling Children and Adolescents
CSL525 Advanced Family Therapy Theories and Techniques

School Counseling

Endorsement for School Counseling for students who are certification-eligible as teachers in the State of Florida

CSL517 Practicum: School Counseling
CSL518 Internship I: School Counseling
CSL519 Internship II: School Counseling
CSL521 Counseling Children and Adolescents
CSL522 Foundations of School Counseling
CSL525 Consultation
CSL528 Contemporary Issues in School Counseling I
CSL529 Contemporary Issues in School Counseling II
CSL530 Technology and the Counselor Educator

Endorsement for School Counseling for students who are not certification-eligible as teachers in the State of Florida

In addition to the courses listed above, the following courses are required:

EN505 Philosophy of Education
EN527 Teaching Reading in the Content Areas
EN530 Curriculum & Instruction Development
EN574 Educational Management of Diverse Populations

Note: Some of the courses listed for each specialty may have been required in the program for which you received a master's degree. For example, students who have a master's degree in School Counseling and desire an endorsement in Marital, Couple & Family Counseling/Therapy will already have completed CSL521, Counseling Children and Adolescents. Likewise, students who have a master's degree in Marital, Couple & Family Counseling/Therapy and desire endorsement in mental health counseling will already have completed CSL509, Individual, Marital & Family Psychopathology and Psychotherapy, and CSL516, Substance Abuse Counseling.

Internship Opportunities

A practicum or internship setting is a public or private community agency; elementary, middle, or secondary school; community or junior college; university; or not-for-profit business; publicly or privately funded service program; or other appropriate setting that accepts a graduate student fully enrolled in a program in the Stetson University Department of Counselor Education for supervised professional experience.

Career Opportunities

Graduates will have a variety of careers to choose from. From public to private agencies and schools; inpatient, outpatient and other treatment settings; as well as independent private settings, there is a myriad of choices that individuals can pursue.

MASTER OF SCIENCE DEGREES

J. Burnett; L. Long (Chair); D. March; B. Noonan; L. Rosen

The Department of Counselor Education offers three Master of Science Degrees: Mental Health Counseling; Marital, Couple, and Family Counseling/Therapy; and School Counseling. Application guidelines are available through the Graduate Office in 103 Davis Hall. Applicants are chosen each semester based on undergraduate record, Graduate Record Examination or Miller Analogy Test scores, and an interview. As a requirement for graduation, students must submit an academic portfolio according to Departmental guidelines for the three programs.

PROGRAM: MASTER OF SCIENCE IN MENTAL HEALTH COUNSELING

Judith Burnett- Program Coordinator

The M.S. in Mental Health Counseling is designed to prepare students for careers as mental health counselors in the community, public and private human service agencies, inpatient, partial, outpatient and other treatment settings, business and independent practice, as well as settings that provide human service consulting.

A minimum of 60 semester hours of coursework is required, 45 hours are considered core courses, 15 hours are earned in practicum and internship. Students must defend a portfolio of their learning experiences as the capstone project to complete the degree.

[Core Courses (45 hours)]

CSL501	Evaluation and Assessment	3
CSL502	Legal, Ethical, and Professional Issues in Counseling	3
CSL503	Human Relations Methods & Skills	3
CSL504	Group Counseling	3
CSL505	Theories of Counseling	3
CSL506	Human Development	3
CSL507	Career Counseling	3
CSL508	Family Systems	3
CSL509	Individual, Marital, & Family Psychopathology and Psychotherapy	3
CSL513	Multicultural Counseling and Psychosocial Theory	3
CSL514	Sexuality Counseling	3
CSL515	Statistical Analysis and Research Design	3
CSL516	Substance Abuse Counseling	3
CSL526	Foundations of Mental Health Counseling	3
CSL527	Counseling in a Community Setting	3

[Practicum and Internship (15 hours)]

CSL517	Practicum: Mental Health Counseling	3
CSL518	Internship I: Mental Health Counseling	6
CSL519	Internship II: Mental Health Counseling	6

PROGRAM: MASTER OF SCIENCE IN MARITAL, COUPLE AND FAMILY COUNSELING/THERAPY

Lynn L. Long - Program Coordinator

The M.S. in Marital, Couple and Family Counseling/Therapy is designed to train therapists for roles in community agencies, hospital, churches, businesses, family treatment centers, and private practice settings.

A minimum of 60 semester hours of coursework is required which contains practicum and internship experiences. Students must defend a portfolio of their learning experiences as the capstone project to complete the degree. Of the 60 hours, 51 are considered core courses, and 9 hours are earned in practicum and internship.

[Core Courses (51 hours)]

CSL501	Evaluation and Assessment	3
CSL502	Legal, Ethical, and Professional Issues in Counseling	3
CSL503	Human Relations Methods & Skills	3
CSL504	Group Counseling	3
CSL505	Theories of Counseling	3
CSL506	Human Development	3
CSL507	Career Counseling	3
CSL508	Family Systems	3
CSL509	Individual, Marital, & Family Psychopathology and Psychotherapy	3
CSL510	Marriage and Relationship Counseling	3
CSL511	Seminar in Marital, Couple, & Family Counseling/Therapy	3
CSL513	Multicultural Counseling and Psychosocial Theory	3
CSL514	Sexuality Counseling	3
CSL515	Statistical Analysis and Research Design	3
CSL516	Substance Abuse Counseling	3
CSL521	Counseling Children & Adolescents	3
CSL525	Advanced Family Therapy Theories & Techniques	3

[Practicum and Internship (9 hours)]

CSL517	Practicum: Marital, Couple and Family Counseling/Therapy	3
CSL518	Internship I: Marital, Couple and Family Counseling/Therapy	3
CSL519	Internship II: Marital, Couple and Family Counseling/Therapy	3

PROGRAM: MASTER OF SCIENCE IN SCHOOL COUNSELING

Brigid M. Noonan – Program Coordinator

The Master of Science in School Counseling program prepares school counselors for positions in public or private elementary, middle, or secondary schools. The program is systemically oriented and designed to promote a family strength focused approach, a collaborative assessment and intervention model between parents and children and their school systems.

For students who are teacher certification-eligible in the State of Florida, there are 57 required hours, 48 hours are considered core courses, and 9 hours are earned in practicum and internship experience:

[Core Courses (48 hours)]

CSL501	Evaluation and Assessment	3
CSL502	Legal, Ethical, and Professional Issues in Counseling	3
CSL503	Human Relations Methods & Skills	3
CSL504	Group Counseling	3
CSL505	Theories of Counseling	3
CSL506	Human Development	3
CSL507	Career Counseling	3
CSL508	Family Systems	3
CSL513	Multicultural Counseling & Psychosocial Theory	3
CSL515	Statistical Analysis & Research Design	3
CSL521	Counseling Children & Adolescents	3
CSL522	Foundations of School Counseling	3
CSL524	Consultation	3
CSL528	Contemporary Issues in School Counseling I	3
CSL529	Contemporary Issues in School Counseling II	3
CSL530	Technology and the Counselor Educator	3

[Practicum & Internship (9 hours)]

CSL517	Practicum: School Counseling	3
CSL518	Internship I: School Counseling	3
CSL519	Internship II: School Counseling	3

For students who are not teacher certification-eligible in the State of Florida, the following additional courses are required:

EN505	Philosophy of Education	3
EN527	Teaching Reading in the Content Areas	3
EN574	Educational Management of Diverse Populations	3

PROGRAM: EDUCATIONAL SPECIALIST IN SCHOOL COUNSELING

Brigid M. Noonan – Program Coordinator

In addition to the M.S. and endorsement programs offered, the Department of Counselor Education also offers an advanced degree in School Counseling, the Educational Specialist (Ed.S.) degree. The specialist degree program consisting of 30 semester hours is designed for students to gain further specialization as professional counselors and to develop leadership within their career settings. This program of study is intended for individuals who hold Master's level certification in school counseling. Graduates typically are employed in schools. Requirements include a practicum and an action research project related to school counseling. Students complete the practica in settings related to their career goals. The action research is presented to the faculty as the culminating experience.

[Core Courses (30 hours)]

CSL620	Advanced Theories and Practice of Group Facilitation	3
CSL621	Advanced Appraisal Techniques	3
CSL622	Program Evaluation	3
CSL623	Accountability and the School Counselor	3
CSL624	Theory and Practice of Counseling Supervision	3
CSL625	Survey of Exceptional Student Education	3
CSL626	Diagnosis and Psychopathology	3
CSL627	Practicum in Counseling	3
CSL628	Seminar in Counselor Education	3
CSL629	Field Research Project	3

Course Offerings

- CSL501 Evaluation and Assessment (3).** This course is designed to provide students with an understanding of individual, couple, family, group and environmental/community approaches to assessment and evaluation. The course will provide the information necessary to understand the history, use, and purpose of evaluation instruments commonly utilized by counseling professionals. Basic descriptive and inferential statistics and measurement concepts will also be included. A major component of this course will provide students with the opportunity to acquire skills necessary for conducting basic assessments. Principles and ethics of diagnosis, formal, and informal assessments and overview of intelligence, aptitude, interest, achievement, personality and cognitive status will be provided.
- CSL502 Legal, Ethical, & Professional Issues (3).** This course is designed to provide an overview of professional counseling including codes of ethics, legal considerations, standards of preparations, certifications and licensing, role identity of counselors, and goals and objectives of counseling organizations. The role of counselors in promoting the welfare of all clients, by emphasizing the inherent dignity, worth, and equality of all persons will be emphasized. The primary focus of the course will be on the legal, ethical, and professional issues for counselors. The course is designed to teach the process of decision-making guided by ethics and social responsibility.
- CSL503 Human Relations Methods and Skills (3).** This is a workshop-centered, practice-oriented course to provide students with cognitive, behavioral and affective training. The objectives of this training are to develop the skills needed to communicate and maintain essential dimensions of the helping relationship and to explore and clarify client concerns. Students will gain awareness of the invitational skills, processing, personalization, and conceptualization skills. Procedures include activities designed to help students conceptualize a systemic framework for the counseling process with an understanding of strategies conducive to promoting dignity of all persons.
- CSL504 Group Counseling (3).** This course is designed to provide students with the information necessary to understand the development of effective group facilitation skills and knowledge of organizing, implementing, and evaluating groups. Theoretical and experiential understanding of group dynamics will be addressed. Students will have an opportunity to develop an understanding of group dynamics unique to each of the 4 group specialties: task groups, psychoeducational (classroom guidance groups), counseling groups, and therapy groups. The value of diverse persons and differing ideas in group work will be illuminated.
- CSL505 Theories of Counseling (3).** This course provides an overview of the major theories of counseling and personality, which form the basis for application in counseling and psychotherapy. Personal assumptions regarding human nature and behaviors are examined along with some specific therapeutic styles and techniques.

- CSL506 Human Development (3).** This course addresses major theories of human development across the lifespan. It is designed to examine human development issues from a multicultural perspective. The course addresses the cognitive, socio-emotional, and physical nature and needs of individuals at all developmental levels. Theories of learning and personality development are addressed. Tasks related to normal development, prevention, early intervention, and counseling are addressed. Issues of family development and transitions are addressed from a systemic perspective.
- CSL507 Career Counseling (3).** Factors contributing to career development that must be considered by counselors as they assist clients with career planning and decision-making process will be addressed. Career guidance models, and strategies for various client groups will be presented. Emphasis will be placed on understanding the interrelationship between and among work, family, and other life roles, including the impact of gender and diversity in career development. Students will have an opportunity to gain awareness of the counseling skills necessary to address personal issues that emerge in career life.
- CSL508 Family Systems (3).** This course provides analysis of the theory and research in marriage and family interaction and communication patterns. Conceptualization of family dynamics is accomplished through integration of systems theory, family subsystems, the developmental stages of family life, and the interaction of the family in the larger community and social systems.
- CSL509 Individual, Marital, & Family Psychopathology and Psychotherapy (3).** This course provides an overview of theory, research and practice related to the diagnosis and treatment of individual, marital and family psychopathology. Specific attention is paid to understanding interlocking pathology. The diagnostic categories of the DSM IV-TR are examined as well as physiological, behavioral, social, cognitive and systems perspectives of dysfunction. Patterns of dysfunctional and functional individual, marital, sexual and family behaviors and interactions are assessed and analyzed through an examination of theories, case studies, research, applied literature and specific therapeutic techniques.
- CSL510 Marriage and Relationship Counseling (3).** This course provides an understanding of the coupling process including dimensions of communication, developmental sequences and family of origin issues, intimacy, sexuality, and marital conflicts. Treatment planning and therapeutic strategies are emphasized.
- CSL511 Marital, Couple, and Family Counseling/Therapy Seminar (3).** This course aims to introduce students specializing in the practice of marital, couple, and family counseling/therapy to pertinent legal issues and professional trends in the field. The therapist's role will be explored within the framework of legal and community systems and will also address the therapists role related to divorce, child custody, mediation, domestic violence, family business consultation and organizational consultation.
- CSL513 Multicultural Counseling and Psychosocial Therapy (3).** This course addresses the influence of culture, e.g., ethnicity, religion, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family influences, on the provision of counseling services. This course is designed to evaluate societal trends, human roles, subgroups, norms, diversity of lifestyle, and communication patterns. The course also emphasizes the examination of personal and institutional prejudice, bias, oppression, and discrimination as well as psychosocial theories of multicultural counseling and identity development. Students will develop and increase personal awareness of cultural issues and professional multicultural counseling competencies as well as gain insight into one's own assumptions, values, beliefs, and expectations about self and others as a means of working more effectively with diverse populations.
- CSL514 Sexuality Counseling (3).** This course is designed to explore the biopsychosocial aspects of human sexuality. Healthy sexual functioning is reviewed as well as the assessment and treatment of sexuality dysfunctions and disorders. Students will address personal attitudes, beliefs, and biases regarding sexuality and will consider appropriate assessment and treatment strategies based on the role of relational structure, age, gender, physical status,

ethnicity, and sexual orientation. Ethical and legal considerations regarding the client-therapist relationship will also be discussed.

- CSL515 Statistical Analysis and Research Design (3).** This course is designed to provide an overview of basic statistical concepts and elements of research design which students will utilize to evaluate studies in counseling and therapy. The course will cover the principles (and specific types) of experimental design. The students will learn which statistical analysis is associated with each type of design and why. The students will also be exposed to some of the problems with statistical hypothesis testing. Students will also learn principles and processes of needs assessment and program evaluation.
- CSL516 Substance Abuse Counseling (3).** This course is an overview of the actions, uses, and side effects of psychoactive drugs. In addition, the course explores etiology, diagnosis, prevention, referral, and treatment of substance abuse and addictive disorders.
- CSL517-30 Practicum: Mental Health Counseling (3).** This course is a multi-dimensional course designed to provide students with the opportunity to develop competencies in counseling skills in a practical setting. Students critique and receive feedback through peer interaction in a group setting, receive individual and group supervision and participate in weekly seminars. Students are expected to develop and demonstrate effective counseling skills based on personal strengths and ethical and professional principles. Students complete 200 hours of which 80 hours are direct client contact; the remaining hours are comprised of activities typically conducted by mental health counselors.
- CSL517-31 Practicum: Marital, Couple, and Family Counseling/Therapy (3).** This course is a multi-dimensional course designed to provide students with the opportunity to develop competencies in counseling skills in a practical setting. Students critique and receive feedback through peer interaction in a group setting, receive individual and group supervision and participate in weekly seminars. Students are expected to develop and demonstrate effective counseling skills based on personal strengths and ethical and professional principles. Students complete 100 hours of which 40 hours are direct client contact; the remaining hours are comprised of activities typically conducted by marital, couple, and family counselor/therapists.
- CSL517-33 Practicum: School Counseling (3).** Supervised counseling practices involving both individuals and groups and emphasizing the use of video and audio tapes are the focus of this clinical experience. Students, under supervision, will implement theoretical knowledge about counseling, assessment, evaluation to the actual practice of a school setting. Opportunities to learn with and learn from diverse individuals will be offered. Students will begin to apply theoretical knowledge about counseling to actual practice by fostering constructive partnerships with parents, guardians, families, and communities in order to promote each student's academic, career, and personal/ social success.
- CSL518-30 Internship II: Mental Health Counseling (6).** Supervised field work in counseling. Internship is a multi-dimensional course including a counseling field experience on site at an agency or institution and an ongoing Analysis of Practice Seminar. The Seminar consists of two parts: supervision and analysis of on-site practice and a professional seminar. Students must complete 400 hours of which 160 hours are direct client contact; the remaining hours are comprised of a variety of activities conducted by mental health counselors.
- CSL518-31 Internship I: Marital, Couple, and Family Counseling/Therapy (3).** Supervised field work in counseling. Internship is a multi-dimensional course including a counseling field experience on site at an agency or institution and an ongoing Analysis of Practice Seminar. The Seminar consists of two parts: supervision and analysis of on-site practice and a professional seminar. Students must complete 300 hours of which 120 hours are direct client contact; the remaining hours are comprised of a variety of activities conducted by marital, couple, and family counselors/therapists.

- CSL518-34 Internship I: School Counseling (3).** Supervised counseling practices and comprehensive guidance activities in an approved school setting are the core focus of the school counseling internship. Students, under supervision, will implement theoretical knowledge about counseling, assessment, and evaluation to the actual practice of a school setting. Students will be provided with opportunities to learn from and learn with diverse populations. Students will also have opportunities to apply the most comprehensive and up-to-date knowledge available in the field of counseling.
- CSL519-30 Internship II: Mental Health Counseling (6).** Supervised field work in counseling. Internship is a multi-dimensional course including a counseling field experience on site at an agency or institution and an ongoing Analysis of Practice Seminar. The Seminar consists of two parts: supervision and analysis of on-site practice and a professional seminar. Students must complete 400 hours of which 160 are direct client contact; the remaining hours are comprised of a variety of activities conducted by mental health counselors.
- CSL519-31 Internship II: Marital, Couple, and Family Counseling/Therapy (3).** Supervised field work in counseling. Internship is a multi-dimensional course including a counseling field experience on site at an agency or institution and an ongoing Analysis of Practice Seminar. The Seminar consists of two parts: supervision and analysis of on-site practice and a professional seminar. Students must complete 300 hours of which 120 are direct client contact; the remaining hours are comprised of a variety of activities conducted by marital, couple, and family counselor/therapists.
- CSL519-33 Internship II: School Counseling (3).** Supervised counseling practices and comprehensive guidance activities in an approved school setting are the core focus of the school counseling internship. Students, under the supervision, will implement theoretical knowledge about counseling, assessment, evaluation to the actual practice of a school setting. Students will be provided with opportunities to learn from and learn with diverse populations. Students will also have opportunities to apply most comprehensive and up to date knowledge available in the field of counseling
- CSL521 Counseling Children and Adolescents (3).** This course provides an overview of theories and research pertinent to counseling children and adolescents. Factors that promote and hinder healthy human development will be studied. Students will be provided with information regarding assessment, counseling process, and evaluation process unique to working with children and adolescents. Multicultural dynamics will be addressed. Procedures include activities designed to help students conceptualize an ecosystemic framework for the counseling process.
- CSL522 Foundations of School Counseling (3).** This course is designed to provide information about the structure, administration and organization of counseling programs in schools and agencies. It contains an overview of the historical and professional issues in the field
- CSL524 Consultation (3).** This course provides an overview of theories of consultation as well as methods and techniques of consultation with parents, teachers, administrators and business leaders. Understanding of multicultural dynamics and valuing diversity is emphasized. Opportunities that teach students about the continuing need for personal and professional growth are offered.
- CSL525 Advanced Family Therapy Theory and Techniques (3).** This course provides advanced analysis of family systems theory, research in marriage and family therapy literature, study of current trends in the field and the application of these elements to innovative treatment strategies and interventions. Students will receive feedback on skills demonstrated in simulated counseling sessions as well as from live supervision in a clinical setting.
- CSL526 Foundations of Mental Health Counseling (3).** This course examines the historical, philosophical, societal, cultural, economic and political dimensions of mental health counseling. Roles, functions, and professional duties of mental health counselors will be explored within structures and operations of professional organizations. Attention is given

to the implications of professional issues unique to mental health counselors including recognition, reimbursement, right to practice, core provider status, practice privileges within managed care systems and expert witness status. Sociocultural, demographic and life style diversity relevant to mental health counseling will also be addressed.

- CSL527 Counseling in a Community Setting (3).** This course explores typical client characteristics of communities served by a wide spectrum of institutions and agencies that offer counseling services in diverse communities. Models, methods, and principles of program development and service delivery based on human and organizational development assumptions will be emphasized. Students will develop a knowledge and skills base that will include, but not be limited to, prevention models, implementation of support groups, peer facilitation training, parent education, career information and counseling services and encouragement of self help for clients. Students will develop skills and effective strategies for client advocacy in public policy, consultation, outreach and promotion of community mental health while focusing on culturally diverse populations.
- CSL528 Contemporary Issues in School Counseling I (3).** This course will provide school counselors with information on topics that are current and relevant in the field of school counseling. Emphasis on the importance of assessment and organization and the opportunity for students and practicing counselors to study and evaluate what activities school counselors are currently engaged in and consideration of strategies to deal with students, families, and the larger school system. At the conclusion of this course, participants will understand the myriad of services available in schools not as separate tools to use with categories of students, but as a whole to help ensure an excellent education for all students whether they are categorized as regular students or students with diverse or special needs.
- CSL529 Contemporary Issues in School Counseling II (3).** This course is designed to enable school counselors to engage in strategic planning to improve the developmental comprehensive school counseling program. Emphasis is placed on the practical application of planning skills to assess, evaluate, and improve the functioning of the comprehensive school counseling program in order to meet the needs of students in elementary, middle, and high schools. Issues such as ESE and the IEP process, course scheduling, and managing time constraints will be examined. Students will also become more familiar with other successful P-12 developmental comprehensive school counseling programs.
- CSL530 Technology and the Counselor Educator (3).** This course will examine the importance of increasing technology skills in the field of counseling. Assisting counselors in recognizing the benefits of utilizing technology in many areas of their job and increasing their resource base to assist all clients will be addressed. Examination of information retrieval and dissemination, college and career exploration, counseling interventions, and the establishment of networks of support and communication and their relationship to technology will also be addressed in terms of how these skills can significantly alter the work of counselors.
- CSL585 Independent Study.**
- CSL620 Advanced Theories and Practice of Group Facilitation (3).** This course is designed for group work practitioners who facilitate groups. Students will learn, through a supervised group facilitation experience, how to further develop, implement, and evaluate groups, beyond master's level training. Class content will focus on helping students put group theory and research into practice. Emphasis will be placed on helping students learn how to balance content and process of group facilitation and develop the leadership skills that are congruent with the group goals and outcomes.
- CSL621 Advanced Appraisal Techniques (3).** This course will further examine how to interpret and utilize assessment measures for counselors who work in schools, organizations, and business. Consideration of historical, legal, ethical, and cultural issues surrounding the assessment process will also be examined.

- CSL622 Program Evaluation (3).** The purpose of this course is to provide counselors who work in organizations such as schools, communities, and business, with advanced skills in systems thinking for implementing organizational change. Focus will be placed on systemic needs assessment, program design, implementation, and evaluation. Leadership skills conducive to working in organizational settings will be addressed.
- CSL623 Accountability and the School Counselor (3).** This course will examine in-depth the American School Counseling Association's collaborative national model of school counseling programs. Strategies to connect the developmental school counseling program to the mission of the school, connecting school counseling with current educational reform movements, and how to foster student success and achievement will be studied.
- CSL624 Theory and Practice of Counselor Supervision (3).** This course emphasizes a developmental approach to the fundamentals of clinical supervision. Students will gain exposure to theory, process, content factor methods of intervention, and outcome measures relevant to the supervisory relationships. Ethics and appropriate professional orientation will be addressed through supervisory experiences with graduate student interns.
- CSL625 Survey of Exceptional Student Education (3).** This course will examine the major types of exceptionalities and their impact on the learning process. Legal mandates that relate to the field of special education will also be addressed. The role of counselors in the classroom, school, and community approaches for developing pro-social behavior will be covered, as well as strategies for communicating and working with families of exceptional students.
- CSL626 Diagnosis and Psychopathology (3).** This course provides an overview of theory, research and practice related to the diagnosis and treatment of individual, marital and family psychopathology. Specific attention is paid to understanding interlocking pathology. The diagnostic categories of the DSM IV-TR are examined as well as physiological, behavioral, social, cognitive and systems perspectives of dysfunction. Patterns of dysfunctional and functional individual, marital, sexual and family behaviors and interactions are assessed and analyzed through an examination of theories, case studies, research, applied literature and specific therapeutic techniques
- CSL627 Practicum in Counseling (3).** This course is designed for students to participate in work experience under supervision in a setting appropriate to the student's professional objective in providing counseling services.
- CSL628 Seminar in Counselor Education (3).** This course will provide current topics and issues related to the field of counselor education. Examples of topics include multicultural counseling, the counseling relationship, grief therapy, play therapy, bullying, psychopharmacology, and working with families.
- CSL629 Field Research Project (3).** The supervised graduate research project is undertaken to provide the student with an opportunity to undertake an intensive, in-depth work of scholarship in the field of counseling. The final product is an original contribution to the profession and will be presented during a research colloquium.

GRADUATE EDUCATION IN THE DEPARTMENT OF ENGLISH

Stetson's Master of Arts program in English offers flexibility for students with a variety of goals, from personal enrichment to preparation for secondary or community college teaching or admission to doctoral studies. Candidates for the M.A. in English must complete 6 core credits (the Graduate Colloquium, which is an intensive study of critical methodology and professional issues; and a Master's thesis of publishable length and quality), 9 additional credits at the 600 level, and another 15 credits at the 500 or 600 level. At least one course must be chosen in each of four areas (Period Studies; Genre or Major

Author; Theory/Criticism/Studies in Language; Ethnic/Multicultural/Postcolonial Literature or Women and Gender Study), and reading proficiency in a modern language must be demonstrated. Though the specific course of study is individualized, each candidate for the Master's degree is expected to demonstrate advanced skill in reading literature, in responding to texts orally and in writing from informed theoretical perspectives, and in researching critical contexts.

I. M.A. in English	Credit Hours
EH600 Graduate Colloquium	3
EH699 Thesis	3
Three additional courses at the 600 level	9
Five courses at the 500 level or above	15
Total hours	<u>30</u>

- Students must take at least one course in each of these areas:
- a. Period Study
 - b. Genre Study or Author Studies
 - c. Theory and Criticism or Studies in Language
 - d. Ethnic/Multicultural/Post-Colonial Literature or Women and Gender Studies or Popular Literature

Students must demonstrate reading skills in Spanish, German, or French.
 After completing 15 hours, students will apply for candidacy by submitting a planned program of study and certification of language proficiency.

Course Offerings

Graduate courses listed below will be taught at the 500 level if cross-listed with upper-division classes.

- EH600 Graduate Colloquium (3).** A required lecture/discussion foundations course designed to extend the student's familiarity with the concepts and general approaches to graduate level literary study; to advance abilities in reading texts and in literary research and writing. Offered every third semester.
- EH602 Studies in the English Language (3).** Grammar or History of the English Language.
- EH609 Special Methods and Materials in Teaching High School and Middle School English (3).**
- EH621 Author Studies (3).** Focuses on the work of a single author or a closely connected group of authors.
- EH625 World Literature (3).** Focuses on a variety of literature from around the world. Texts will be taught in English translation.
- EH631 Period Studies (3).** Focuses on literature from a single historical or literary-historical era.
- EH641 History of Theory and Criticism (3).** Focuses on Western ideas about the writing, reading, and interpretation of literary texts. Typically the course will provide an overview from the ancient Greeks to the present.
- EH642 Issues in Theory and Criticism (3).** Focuses on a single issue or movement in literary theory and criticism.

- EH643 History and Theory of Rhetoric (3).** Focuses on Western rhetorical history and theory, moving from classical through Romantic to modern eras. Course examines contributions made by major figures (such as Plato, Coleridge, Nietzsche, and Cixous) and issues of authority in discourse.
- EH651 Multicultural and Ethnic Studies (3).** Focuses on issues, history, and aesthetics of one or more ethnic literatures.
- EH652 Women and Gender Studies (3).** Focuses on women and gender issues.
- EH654 Post-Colonial Literature (3).** Focuses on the literatures in English that reflect or respond to a history of colonization. Examples might include Twentieth-Century Canadian Literature, Caribbean Literature, or The Colonial Experience.
- EH661 Theme Study (3).** Focuses on a single theme or topic. Examples might include Realism in Literature or The Frontier in American Literature.
- EH6471 Genre Studies (3).** Focuses on a particular genre.
- EH685,686 Independent Study.**
- EH699 Thesis (3).** A scholarly paper of publishable quality, researched and directed under a professor chosen by the student, on a mutually agreed upon topic.
- EHCW511 Creative Non-Fiction (3).** A workshop in various non-fiction prose techniques using a variety of transactional, expressive, and poetic modes. Permission of instructor required.
- EHCW513 Fiction (3).** A genre-specific creative writing workshop in which students develop their skills in fiction. Permission of the instructor required.
- EHCW514 Poetry Workshop (3).** A genre-specific creative writing workshop in which students develop their skills in poetry. Permission of instructor required.
- EHCW515 Playwriting/Screenwriting (3).** A genre-specific creative writing workshop in which students develop their skills in playwriting/screenwriting. Permission of instructor required.
- EHCW516 Multi-genre Creative Writing (3).** A workshop in which students develop their skills in such genres as poetry, fiction, and other non-expository writing. Permission of instructor required.
- EHCW517 Advanced Creative Writing (3).** A genre-specific advanced course for students who have already completed one course in that genre. Permission of instructor required.
- EHCW518 Advanced Open-Genre Workshop (3).** For students who have already completed two courses in a genre. This prerequisite may be met either by two courses in a single genre (Poetry, Fiction, Dramatic Writing, Creative non-Fiction) or by one genre specific course and EHCW 616. Designed to help advanced creative writers develop a sustained body of work or one individual project, the course will also address contemporary issues in creative writing and questions about professional activity.

GRADUATE EDUCATION IN THE DEPARTMENT OF TEACHER EDUCATION

GRADUATE DEGREES

Master of Education—Exceptional Student Education

Master of Education—Educational Leadership

Master of Education—Reading Education

Educational Specialist—Curriculum and Instruction

Educational Specialist—Educational Leadership

Admission Requirements

Admission to a program of study requires evidence of ability to pursue graduate study and to complete the requirements for the specific degree program. An applicant may take up to six hours while seeking admission. To seek admission to a master's degree program, a student must have an acceptable baccalaureate degree. For the Educational Specialist program, a master's degree is required. The following requirements should be met:

1. Earned undergraduate degree from a college or university accredited by the appropriate regional association
2. Admission to graduate programs requires at least one from each category below and the submission of scores on either the Miller Analogies Test (MAT) or the Graduate Record Exam (GRE).

Category I

A composite verbal & quantitative score of at least 1000 on the GRE

A score of 50 on the MAT or 410 on tests beginning October 2004

An undergraduate grade point average of at least 3.0 in upper division courses (Educational Specialist candidates must have grade point averages of 3.4 in their master's degree program.)

Master's degree from an accredited institution

Category II

A group or individual interview

National Board Certification

Documentation of post graduate course success

Letters of recommendation

Documentation of community or school leadership

3. Present passing scores on GK (General Knowledge Test)

4. Completion of application packet

Presenting more than one item under each category is suggested. The Graduate Committee will determine whether an individual student will be admitted. The Committee may choose not to admit a student based on an interview even though other requirements have been satisfied.

Admission Agreement Between the Department of Teacher Education and the Graduate Committee Concerning Stetson Graduates

Stetson University graduates who have successfully completed our undergraduate NCATE-approved teacher education program or our state-approved program (prior to our receiving NCATE accreditation) with at least a 3.00 GPA in their major and at least a 2.80 GPA for all work at Stetson and submit positive recommendations for graduate studies admission (two from the Department of Teacher Education faculty and two from

outside the department) will not be required to take the GRE or MAT and will be automatically accepted into our graduate education program. Students who do not meet these criteria may apply for admission in the normal fashion.

Provisional Admissions

Students who do not meet admission requirements may, under special and unusual circumstances, be admitted. Students granted provisional admission will be notified of the conditions under which they are admitted. When these conditions have been satisfied, the student will be granted full admission. Students failing to meet any condition of their admission will not be allowed to continue in their degree program.

Graduate Council: Patrick Coggins; Elizabeth Dershimer; Elizabeth Heins; Robert Leahy; William Pelaia; Adrienne Perry; Kathy Piechura-Couture, Debra Touchton

MASTER OF EDUCATION (M.ED.) IN READING EDUCATION

Program Adviser: Adrienne Perry

This program has Florida D.O.E. approval. Certified teachers complete the courses listed under Plan A. Students seeking initial certification are required to complete additional hours (See Plan B). Students must complete and achieve a passing score on the K-12 reading examination to exit the program.

Plan A

Course#	Course Title	Credit Hours
Core Courses: Reading (30 hours)		
EN524	Diagnosis & Treatment of Reading Problems I	3
EN525	Diagnosis & Treatment of Reading Problems II	3
EN526	Trends in the Teaching of Reading	3
EN527	Teaching Reading in the Content Areas	3
EN528	Practicum in Reading	3
EN551	Curriculum & Supervision in Reading	3
EN552	Reading in Secondary & Post Secondary Education	3
EN500	Technology & the Professional Educator	3
EN501	Measurement, Evaluation, and Testing	3
EN597	Applied Linguistics	3

Reading - Plan B

Course#	Course Title	Credit Hours
Core Courses: Reading		
EN519	Fundamentals of Reading Instruction	3
EN524	Diagnosis & Treatment of Reading Problems I	3
EN525	Diagnosis & Treatment of Reading Problems II	3
EN526	Trends in the Teaching of Reading	3
EN527	Teaching Reading in the Content Areas	3
EN528	Practicum in Reading	3
EN551	Curriculum & Supervision in Reading	3
EN552	Reading in Secondary & Post Secondary Education	3
EN597	Applied Linguistics	3

Certification Courses

EN500	Technology & the Professional Educator	3
EN501	Measurement, Evaluation, and Testing	3
EN505	Philosophy of Education	3
EN504	Human Development	3
EN531	Teaching of Mathematics	3
EN548	Children's Literature	3
EN549	Language Arts	3
EN574	Behavior Management of Diverse Populations	3

MASTER OF EDUCATION (M.ED.) IN EXCEPTIONAL STUDENT EDUCATION

Program Adviser: Kathy Piechura-Couture

Plan A assumes that the student is fully certified in elementary education.

Plan A

Core Courses : ESE		Credit Hours
EN500	Technology and the Professional Educator	3
EN501	Measurement, Evaluation, and Testing	3
EN524	Diagnosis & Treatment of Reading Problems	3
EN553	Social, Vocational and Personal Skills for Exceptional Students	3
EN570	Collaboration and Consultation: A Team Approach	3
EN574	Educational Management of Diverse Populations	3
EN580	Language Development of Diverse Populations	3
EN529	Multicultural Education	3
EN547	Nature & Needs of Diverse Populations	3
EN558	Curricular Strategies for Diverse Learners	3

ESE - Plan B

For students not fully certified in Elementary Education the following courses may be required. Please consult adviser.

EN504	Human Development	3
EN505	Philosophy of Education	3
EN519	Fundamentals of Reading	3
EN548	Children's Literature	3
EN549	Language Arts	3
EN531	Elementary Education Specialization (Teaching Math)	3
EN595	*Seminar: Field Experience in ESE	3

*Recommended for students not currently working in a school setting.

MASTER OF EDUCATION (M.ED.) IN EDUCATIONAL LEADERSHIP

Program Adviser: Debra Touchton

The program outlined here assumes that the student is fully certified in either elementary or secondary education and has or will have completed a minimum of three years of successful teaching.

Course#	Course Title	Credit Hours
Core Courses (24 hours)		
EN530	Curriculum & Instructional Development	3
EN540	Educational Finance	3
EN542	Legal Aspects of School Operations	3
EN543	Educational Leadership	3
EN544	Educational Management & Systems Planning	3
EN546	Human Resources Development	3
EN566	Educational Technology	3
EN567	Communications & Research Analysis for Educational Leaders	3
Required Courses (6 hours)		
EN591	Internship in Educational Leadership	3
EN529	Multicultural Education	3

EDUCATIONAL SPECIALIST – CURRICULUM AND INSTRUCTION

Program Adviser: Debra Touchton

This program is flexible, allowing the student to select 12 hours of course electives. The student is expected to select courses from approved areas such as exceptional student education, English, Counseling, educational leadership, reading, etc. These courses must be approved by the student's academic adviser in advance.

Core Courses (18 hours)		Credit Hours
EN647	Communication for Educational Leaders	3
EN650	Seminar: Education in an Era of Challenge	3
EN663	Psychology of Instruction	3
EN665	Utilizing Educational Research	3
EN667	Exceptional Child in the Regular Classroom (an appropriate elective may be substituted for EN667 if the student has taken EN570 or its equivalent)	3
EN685	Directed Studies	3

Elective Courses (12 hours)

To be selected in consultation with adviser.

EDUCATIONAL SPECIALIST– EDUCATIONAL LEADERSHIP

Program Adviser: Debra Touchton

This concentration is designed for students who have completed a Master's degree in educational leadership. Specialization courses will be worked out with adviser.

General Core Courses (18 hours)		Credit Hours
EN647	Communication for Educational Leaders	3
EN650	Seminar: Education in an Era of Challenge	3
EN663	Psychology of Instruction	3
EN665	Utilizing Educational Research	3

EN667	The Exceptional Child in the Regular Classroom	3
EN685	Directed Studies	3

Specialization Courses (12 hours)

To be selected in consultation with adviser.

Course Offerings

- EN500 Technology and the Professional Educator (3).** Through the integration of technology, students will examine professional standards of teaching (Accomplished Practices, INTASC, and Board Certification). Student will be required to develop an electronic professional portfolio, which addresses one set of standards.
- EN501 Measurement, Evaluation, and Testing (3).** Basic descriptive and inferential statistics and measurement concepts. Principles and ethics of diagnosis, formal and informal assessment and overview of intelligence, aptitude, interest, and achievement tests relevant to the educational needs of diverse populations.
- EN504 Human Development (3).** Study of biopsychosocial and personality factors in the growth and development of individuals across the life span. Approximately one-third of the course focuses on personality theories.
- EN505 Philosophy of Education (3).** Systematic study of current educational philosophies and their impact on American education.
- EN514 Middle School Curriculum (3).** A study of the transitional school between the elementary and senior high school.
- EN519 Fundamentals of Reading Instruction (3).** Survey of different approaches to beginning reading instruction; specific techniques for teaching basic reading skills; methods of measuring reading progress in individuals and groups. Prerequisite to all reading courses.
- EN522 (PSY 522) Statistical Analysis and Research Design (3).** Functional application of various experimental designs, use of statistical packages, evaluation of written research.
- EN523 High School Curriculum (3).** Principles of curriculum construction; pressures influencing change; current developments.
- EN524 Diagnosis and Treatment of Reading Problems I (3).** Causes of reading disabilities and the use of both quantitative and qualitative instructional assessments to identify problems. Prerequisite: EN519.
- EN525 Diagnosis and Treatment of Reading Problems II (3).** Supervised practice in diagnosing and teaching children with reading difficulties. Prerequisite: EN524.
- EN526 Trends in the Teaching of Reading (3).** Philosophical and psychological foundations; relevant research; issues involving different methods of teaching reading. Students are provided with a broad background of theory and practice and an in-depth analysis of the methods, materials, current research, and changes in the way reading is being taught.
- EN527 Teaching Reading in the Content Areas (3).** Students are provided with a broad knowledge of best practice that is essential to increasing reading proficiency across the content areas.
- EN528 Practicum in Reading (3).** Supervised practicum to obtain practical experience in increasing the reading performance of a student(s) with the prescription and utilization of appropriate strategies and materials based upon scientifically based reading research to address the prevention and remediation of reading difficulties under the supervision of a reading specialist. Prerequisites: EN524, EN526.

- EN529 Cultural Diversity Education/Multicultural Education (3).** This course explores theoretical assumptions in multicultural education and provides teachers and individuals with curriculum and other strategies for effectively meeting the needs of students who are speakers of other languages, or who face challenges because of race, ethnicity, religion, or sexual orientation. The emphasis is on a learning environment free from prejudice, stereotyping, gender, and exceptional student biases. Additionally students will understand the legal requirements for Educational Goals 2000 and multicultural education. Leadership and managing cultural diversity in the public school, work place, and community are given special emphasis.
- EN530 Curriculum and Instructional Development (3).** The course is designed to provide knowledge about the principles of curriculum development, implementation, and evaluation. The effective school literature is also explored.
- EN531 Elementary Education Specialization (3-9).** Advanced methods courses in the various subjects taught in the elementary grades. Emphasis on resources, recent research, and successful instructional techniques. Separate sections devoted to social studies, mathematics, science, children's literature, and language arts.
- EN533 Comprehensive Strategies for ESOL (3).** This course gives a general introduction to the field of teaching English as a second language. Students examine current strategies and methods of instruction, curriculum development, testing, and cross-cultural communication.
- EN534 Teaching Strategies in Elementary Education (3).** Identifies current strategies of instruction and the theories upon which they are based. Includes methods of evaluation and motivational techniques.
- EN535 Problems in Middle/Secondary School Curriculum (3).** Identification of problems; critical issues and trends; use of time, space, and resources to improve instruction.
- EN536 Problems in Elementary School Curriculum (3).** Methods of dealing with various types of problems with suggested curriculum experiences to provide optimum learning.
- EN538 Primary Education I: Curriculum (3).** The curriculum for primary children in relationship to their needs and development at various maturation levels.
- EN539 Primary Education II: Special Methods (3).** Development of appropriate materials and teaching strategies for use in an early childhood program.
- EN540 Educational Finance (3).** An introductory course dealing with the various methods of funding public education with particular emphasis upon Florida's funding program.
- EN542 Legal Aspects of School Operations (3).** Legal basis for education; Constitutional and statutory laws; court cases; review of the School Code of Florida.
- EN543 Educational Leadership (3).** Basic performance patterns of leadership in the organization and administration of the educational enterprise.
- EN544 Educational Management and Systems Planning (3).** This course introduces the student to the purpose, function, and processes of educational leadership, organizational theory, and the role of the principal in the effective school. The knowledge required to be proficient in communication skills is introduced.
- EN545 Contemporary Problems in School Administration (3).** Analysis of the issues on the local, state and national levels that confront educators today.
- EN546 Human Resource Development (3).** This course provides an introduction to school personnel, administration and labor relations. Topics include recruitment, orientation, induction, and evaluation.

- EN547 Nature and Needs of Diverse Populations (3).** A cross-categorized course dealing with characteristics, methods, and techniques appropriate for students who are learning disabled, emotionally handicapped, and educable mentally handicapped, and for whom English is a second language.
- EN548 Children's Literature (3).** Extensive reading in all areas of children's literature; examination and application of criteria for selecting books for children; projects involving matching books to children's interests and needs.
- EN549 Language Arts (3).** Examination of current practices and research in teaching the language arts (listening, speaking, reading, and writing) with particular emphasis on the integration of reading and writing instruction.
- EN550 Classroom Management for Emotionally Handicapped (3).** An examination of models of behavior management. Techniques to prevent disruptive behavior and to alter unproductive behavior will be emphasized. Attention to legal considerations and counseling skills will be discussed.
- EN551 Curriculum and Supervision Problems in Reading (3).** This course is designed to examine and explore appropriate steps and components in the establishment of improved school reading programs. Primary considerations include: The measurement and correction of reading ability, the components of an effective reading program and guidelines for implementing a student orientated program.
- EN552 Reading in Secondary and Higher Education (3).** This course will review the interrelated nature of reading and writing processes and the development of optimal instructional conditions for reading instruction that result in active student engagement and achievement at the secondary and post secondary levels.
- EN553 Social, Vocational, and Personal Skills for Diverse Populations (3).** Strategies and activities that prepare individuals to participate in various occupational, vocational, family, civic, and retirement roles. Emphasis will be on teaching those academic, personal, social, employability, and daily living skills and knowledge.
- EN555 Thesis (3).** Prerequisites: EN522, EN521 or EN665. The thesis demonstrates the MA candidates' ability to complete a significant research project. Candidates select an adviser and committee members to approve their topic and direct their research and writing process. The aim is to have candidates produce a scholarly paper of publishable quality.
- EN558 Curricular Strategies for Diverse Learners (3).** This course focuses on curriculum materials including current innovations and trends for persons with mild handicaps and children who use English as a second language. Special emphasis will be placed on research-based strategies that foster academic and social/personal growth. Curriculum development, teaching strategies and identification, evaluation, and modification of commercial materials will be covered. Adherence to developmental benchmarks, and state and national standards will be addressed.
- EN565 Effective Use of Instructional Media (3).** A variety of instructional tools such as video, slides, overheads, audio, and computer and digital images are available to teachers. Students will learn how to choose, create, and use these and other media effectively in the classroom.
- EN566 Educational Technology (3).** This course is designed to provide an introduction to applications of technology to the management of education and to instruction. Fundamentals of information processing are introduced including computer hardware, application/productivity software, uses and applications in education, organizational issues, ethical and legal concerns, data security and privacy and facilities design.

- EN567 Communications and Research Analysis for Educational Leaders (3).** This course will focus on the theories and principles of education and communication. It will also explore solid research data and best practices to accelerate learning outcomes. The student will develop plans of action which will be communicated to "publics" that will offer new approaches for learning.
- EN570 Consultation Collaboration: The Role of the Teacher (3).** An initial survey course, designed to understand the relationship between diverse populations and the general education setting. Theories and strategies used in collaboration and consultation will be presented. Particular emphasis on how families, special educators and general educators can work together for student success.
- EN571 Advanced Educational Assessment of Diverse Learners (3).** Laboratory experiences in the study, interpretation, and use of diagnostic instruments and assessment techniques used in evaluating exceptional and limited English proficiency (LEP) students. Both alternative and standardized testing will be examined.
- EN572 Nature and Needs of Students with Specific Learning Disabilities (3).** Study of the theories, trends, classification systems, characteristics, and educational approaches to diagnosis and remediation of students with specific learning disabilities.
- EN573 Instructional Strategies for Teaching Learning Disabled Students (3).** This course focuses on specialized approaches to teaching academic skills. Instructional techniques using commercial as well as modified curriculum materials will be presented.
- EN574 Educational Management of Diverse Populations (3).** This course will describe methods of classroom organization, behavior management strategies, and consultation skills for students with mild handicaps, and who have limited English Proficiency (LEP) students. (This course may be required to be taken in conjunction with EN588, EN590.)
- EN575 Nature and Needs of Mentally Handicapped Students (3).** Analysis of the biological, psychological, and sociological bases of mental retardation. Attention given to the needs, characteristics, problems, families, and educational difficulties of the mentally handicapped.
- EN576 Instructional Strategies for Teaching the Mentally Handicapped (3).** Instructional strategies for teaching functional and basic developmental skills will be given. Developing, implementing, and evaluating individual programs will be discussed with emphasis on data-based management.
- EN577 Curriculum for Students with Mental Handicaps (3).** This course focuses on curriculum materials including current innovations and trends. Curriculum development, as well as the identification, evaluation, and modification of commercial materials will be covered. Field experience may be required.
- EN578 Nature and Needs of Emotionally Handicapped Students (3).** Characteristics, identification, and problems of emotionally handicapped. Attention is given to the prevention of emotional handicaps. Emphasis given to intervention techniques as well as utilization of community services.
- EN579 Nature and Needs of Gifted Students (3)** Characteristics, identification, and problems of the gifted. Special attention devoted to educational approaches, principles and practices used in special and regular classrooms.
- EN580 Language Development of Diverse Populations (3).** Study of current practices in teaching language development for exceptional and limited English proficiency (LEP) students.
- EN581 Curriculum for Students with Learning Disabilities (3).** This course focuses on curriculum materials including current innovations and trends. Curriculum development, as well as the identification, evaluation, and modification of commercial materials will be covered. Field experience may be required.

- EN582 Instructional Strategies for Teaching Emotionally Handicapped Students (3).** Attention given to methods, materials, and strategies for teaching emotionally handicapped students. Development, implementation, and evaluation of individualized programs will be covered. Data-based management and motivational techniques will be discussed.
- EN583 Curriculum for Emotionally Handicapped Students (3).** This course focuses on curriculum materials including current innovations and trends. Curriculum development, as well as the identification, evaluation, and modification of commercial materials will be covered. Field experience may be required.
- EN584 Educational Procedures and Curriculum for the Gifted (3).** Treats curricula content, materials, and methods. Learning models in curriculum building investigated. Attention given to learning styles, self awareness and simulation activities, and development of creative potential.
- EN585,586 Independent Study (2-6).** Exploration in greater depth of materials related to basic courses. Foundational courses cannot be taken independently.
- EN587 Guidance and Counseling of Gifted Students (3).** Study of the theoretical basis of counseling and of the special tasks of counseling with gifted students and their parents.

The Student Teaching Block

- EN588 General Methods of Teaching (3).** Overview of the entire school program; curriculum, school organization, problems of instruction, and evaluation.
- EN589 Seminar: Special Methods of Teaching in the Secondary Schools (3).** Techniques of motivation; preparation, presentation, and evaluation of materials in particular subject fields. Microsimulation and interaction analysis.
- EN590 Supervised Student Teaching (3-6).** A minimum of 210 hours in an elementary or secondary school; 100 hours of actual instruction.
- EN591 Internship in Educational Leadership (3-6).** Performance of administrative duties under supervision of school principal. Seminar: Best Practices in Leadership. Open only to advanced graduate students in administration.
- EN592 Methods of Teaching English to Speakers of Other Languages (ESOL) (3).** An overview of teaching methodologies that are effective in teaching English as a second language. The content will include components in content-based (mathematics, science, language arts, and social studies) using appropriate ESOL strategies.
- EN593 ESOL Curriculum and Materials Development (3).** This course is intended to provide certified teachers and others with skills and competencies necessary for application of second language acquisition theory, principles and research in curriculum and materials development in ESOL. Appropriate curriculum and curriculum materials which enhance LEP students' ability to acquire English and other content area skills and competencies are emphasized.
- EN594 Testing and Evaluation in ESOL (3).** This course provides general background in issues of language testing, opportunities for examining informal and formal assessment and evaluation strategies, and practical experience in designing and developing valid assessment instruments for learners of English as a Second Language.
- EN595,596 Seminar (3).** Graduate seminars concentrating on content, skills, or materials in various subject fields.
- EN597 Applied Linguistics (3).** This course is designed to provide ESOL teachers with knowledge and skills to apply linguistic theories, methods, and findings to solve LEP/ESOL teaching and learning problems and to enable them to effectively deliver second language curriculum to learners who have varied linguistic backgrounds.

- EN598 Education of Special Populations of Gifted Students (3).** This course gives an overview of theory, research, and practical suggestions about educating special populations of gifted students, e.g., minorities, emotionally handicapped, learning disabled, physically handicapped, sensory handicapped and speech impaired. The aim is to sketch several definitions of giftedness, then to apply these to special populations and apply this knowledge to the classroom.
- EN599 Theory and Development of Creativity (3).** This course examines theory, research, and practical suggestions about creativity that are of value to classroom teachers. The aim is to sketch several definitions to define creativity from various theoretical models, then to survey various instruments to identify and apply this knowledge to the classroom.
- EN629 Managing Cultural Diversity (3).** Attention is given to planning, site based management, school improvement, and Educational Goals 2000 and their impact on implementing multicultural education and managing cultural diversity in schools. Practical curricular models will be evaluated and innovative curricula will be designed and discussed.
- EN647 Communications for Educational Leaders (3).** Concerns practical communications needs of the working educator. Includes written, oral, and non-verbal communications.
- EN650 Seminar: Education in an Era of Challenge (3).** A course focusing on major problems and contemporary issues confronting school personnel. Extensive use is made of resource persons in the several areas of concern.
- EN663 Psychology of Instruction and Discipline (3).** Theory and practice of psychological principles and techniques to improve teaching and learning and classroom management.
- EN665 Utilizing Educational Research (3).** Examines both quantitative and qualitative methods employed in educational research, library techniques, use of mini and microcomputers including the SPSS program(s). Also provides students with knowledge and methods for conducting, evaluating and applying published research to their classroom and school leadership.
- EN667 The Exceptional Child in the Regular Classroom (3).** This course deals in detail with all discernible types of educationally exceptional children, including the so-called average child. Throughout this course, a continuing effort will be made to adapt to the "regular" classroom those techniques and procedures which have proved useful in the various areas of special education.
- EN685 Directed Study (1-3).** In-depth study and research in selected areas of education.

School of Business Administration

PROGRAMS OFFERED

The School of Business Administration offers two graduate programs: the Master of Business Administration (M.B.A.) and the Master of Accountancy (M.Acc.). Additionally, a joint M.B.A./J.D. program is available through cooperation with the Stetson University College of Law. The M.B.A. program is also offered at the Stetson University Center at Celebration in both part-time and Executive formats. Contact (386) 822-7410 or email jbosco@stetson.edu. For EMBA information, contact rcangelo@stetson.edu.

ADMISSION CRITERIA

Master of Business Administration (M.B.A.)

Graduates of accredited universities who have received the baccalaureate degree are eligible to apply for admission to graduate study in the School of Business

Administration. The undergraduate degree need not be in business administration. Indeed, combining the M.B.A. with a non-business degree is considered outstanding career preparation in many fields.

Master of Accountancy (M.Acc.)

Applicants for admission to the Master of Accountancy program must be graduates of an accredited university, and must have a baccalaureate degree in accounting (or, must have the equivalent in academic coursework).

ADMISSION PROCEDURES

A completed application must include official transcripts of all undergraduate work, test scores on the GMAT, three letters of recommendation, and a completed Stetson University application accompanied by a twenty-five (\$25) nonrefundable application fee. A personal interview may be required. All application materials must be submitted to the Graduate Business Office, 421 N. Woodland Boulevard, Box 8398, Stetson University, DeLand, Florida 32723. Application may be made for admission for the fall, spring, or summer terms. Materials submitted in support of an application are not released for other purposes and cannot be returned to the applicant.

All completed applications are evaluated by the Graduate Committee of the School of Business Administration. Acceptance is based on the undergraduate academic performance, the score of the Graduate Management Aptitude Test (GMAT), and evidence of leadership and experience.

Students will be notified, in writing, of their admission status following an evaluation. The committee normally meets once each month to consider applications for admission.

TRANSFER OF CREDITS

The graduate business programs require a basic foundation in business administration courses and also require advanced work in specified business courses. Foundation requirements may be satisfied by transfer credit from accredited institutions. Coursework taken by applicants as part of their undergraduate curriculum may be applied to the foundation requirements if the coursework is comparable and if the applicant earned a course grade of a C or higher. After admission to a graduate program at Stetson, any foundation course may be satisfied by transfer of a comparable course credit from an accredited institution.

Advanced course requirements are ordinarily to be taken at Stetson. Transfer of credit for advanced course requirements may be granted only through special exception authorized by the Graduate Committee of the School of Business Administration, and will be considered only at the time of initial application to the program or at the close of the student's program in the event of a job-related transfer.

TIME LIMITATIONS

All courses toward the M.B.A. or M.Acc. degrees, including transferred courses, must be completed within eight years of the first enrollment as a graduate student at Stetson. The student who is unable to complete all degree requirements within this time may appeal to the Graduate Committee of the School of Business Administration for an extension.

THE GRADING SYSTEM

Grades assigned to students in graduate programs of the School of Business Administration are as follows: A-distinction; B-quality expected of graduate students; C-below graduate standards; D-not accepted for graduate credit; and F-failure. Foundation courses in which a grade of D or F is earned must be retaken. Students must complete the Advanced Level courses with an average grade of B. The grade of C can be counted as a graduate credit if the student is able to balance this mark with a grade of A in another

course of equal credit. A student who completes all required Advanced Level courses with an average grade of less than B may petition the Graduate Business Programs Committee for permission to retake one course in which a C was earned. The new grade may replace the one originally earned. A grade of D in an advanced course is not acceptable, and the course must be repeated.

GRADUATE ACADEMIC WITHDRAWALS

If an enrolled graduate student wishes to withdraw from the University, dropping all courses and leaving campus, he or she must comply with the withdrawal process described below. Withdrawal covers all course enrollments for a given registration period regardless of their meeting schedule. The policy for dropping an individual course is described elsewhere in the Bulletin (see Drop/Add).

Students who leave the University without proper permission automatically suspend themselves and can be re-admitted only by special approval of the Dean of the appropriate College or School. A grade of F is recorded for all courses when a student leaves without prior approved withdrawal.

Official Withdrawal Procedures

1. The student must complete the withdrawal process at least two weeks prior to the last day of classes in a semester (excluding summer term). Students may not withdraw during the last two weeks of a semester.
2. The withdrawal process is initiated in the office of the graduate program in which the student is enrolled. The Dean of the College or School in which the student is enrolled must approve it.
3. Graduate students receiving any type of University-administered financial aid (including scholarships, loans, or grants) must present the Withdrawal Form to the Office of Financial Aid (Griffith Hall) for information and a signature.
4. Graduate students living on campus in any type of University housing must present the Withdrawal Form to the Office of the Dean of Students (Carlton Union Building) for information and signature.
5. The Withdrawal Form must be returned to the office of the graduate program in which the student is enrolled to complete the withdrawal process. Once initiated, the withdrawal process must be completed within seven calendar days. No Withdrawal Forms will be accepted after 4:30 p.m. on the last day to officially withdraw during that semester.
6. When a student completes the withdrawal process, it will be recorded on the permanent academic record as follows:
 - a. If completed before the mid-term withdrawal date (see the Academic Calendar for specific date), a grade of W will be assigned for each course. No credit is earned, and the grade point average is not affected.
 - b. If completed after the mid-term withdrawal date, a grade of WP or WF will be assigned for each course according to the instructor's evaluation of the student's performance to that point. WF's are treated as hours attempted, and grade point average is affected.
7. Withdrawal affects all courses in a term of enrollment. To drop a single course, including a special format course beginning later in a semester, a graduate student would follow the drop policy, gaining approval from the graduate office and the Dean. Students receiving financial aid must consult with the Office of Financial Aid before completing a drop. There may be financial consequences for failure to maintain at least half-time enrollment, except for post-baccalaureate

students for whom the minimal academic load is at least six credit hours (five credit hours for M.B.A., M.A., M.Acc., M.S., M.Ed., Ed.S., and six credit hours for post-baccalaureate (post-bacc) students).

APPLICATION FOR GRADUATION

Degree candidates must file an application for graduation, with a \$100.00 fee, no later than the fourth week of the semester in which they expect to complete their degree requirements. Students failing to apply for graduation by this time are subject to a \$25.00 late fee. Students should file the form in the Office of the Registrar.

ACADEMIC STANDING

A student who maintains a B average or higher in all required foundation courses is considered to be in good academic standing. A student who fails to earn a C or better in each foundation course is considered to be on probation and may not be permitted to enroll in the advanced level courses.

A student enrolled in the advanced courses is expected to maintain a B average to be in good standing. A student who falls below a B average will be placed on academic probation. A student on probation who does not improve his/her cumulative GPA to a minimum of 3.0 during the specified time of academic probation will be subject to academic suspension and will not be considered for readmission for one calendar year.

Graduate students enrolled in the M.Acc. program are expected to maintain at least a B average in all courses. Failure to maintain the necessary average will result in being placed on academic probation, and if the student does not improve his/her cumulative GPA to a minimum of 3.0 during the specified time of academic probation the student will be subject to academic suspension.

DEGREE PROGRAMS

MASTER OF BUSINESS ADMINISTRATION

The M.B.A. program is designed to provide the range of knowledge and practical skills needed by the professional manager. The program is ideal for those already in management positions who wish to enhance their career opportunities. It is equally valuable for those in non-management positions who wish to prepare themselves for a career shift into management. The program has successfully served both the new graduate and the person returning to academic work from a career. The course of study is specifically designed to accommodate the non-business as well as the business-degree holder.

The M.B.A. Curriculum

The M.B.A. program is designed to provide graduates with broad competence in administration and managerial decision-making. The full time student without prior academic work in business subjects should be able to complete the degree program in approximately two calendar years. A full time student with an undergraduate degree in a business field could possibly complete the program in one calendar year. Most M.B.A. students' programs of study require four semesters (including one summer semester) to complete the degree requirements.

The course of study is divided into two broad areas—The Business Foundation and The Advanced Level Courses.

The Business Foundation

		Credit Hours
Economics-Macro	ES 101	3
Economics-Micro	ES 102	3
Statistics	DS 280	3
Financial or Managerial Atg (1)	ATG 211	3
Law or Legal Environment & Ethics	BL 407 or BN 209	3
Introduction to Information Technology	EBT 191	3
Introduction to Management	MGT 305	3
Introduction to Marketing	MKT 315	3
Business Finance	FIN 311	3
Quantitative Methods for Business Decisions	DS 350	3
Total		<u>30</u>

(1) Students wanting a stronger background in accounting may take ATG 211 and ATG 212.

Students will be expected to demonstrate proficiency in the use of quantitative skills and may be required to complete additional requirements.

The coursework required in the Business Foundation is constructed to provide students with the basic concepts and techniques needed in the Advanced Level Courses. Thus, the Foundation work should be completed before Advanced Level work is attempted. Students who have completed prior academic coursework in business may find that some of the Foundation requirements can be satisfied by transfer credit.

The Advanced Level Courses

		Credit Hours
Advanced Accounting Seminar	ATG 520	3
International Business & Finance	FIN 503	3
Advanced Financial Management	FIN 511	3
Electronic Commerce	EBT 591	3
Managerial Decision Analysis	POM 507	3
Organizational Theory & Behavior	MGT 519	3
Marketing Decision-Making	MKT 516	3
Strategic Management	MGT 595	3
*Business Electives		6
Total		<u>30</u>

EXECUTIVE MASTER OF BUSINESS ADMINISTRATION

The Executive Master of Business Administration (E.M.B.A.) program is designed specifically for the executive, entrepreneur, or fast-track manager who, having advanced to a certain stage in his/her career, recognizes the importance of continuous learning for senior managerial success. It emphasizes the importance of the candidate's prior knowledge through study team concepts, learning intensives, cases, and projects. The typical class structure utilizes the "cohort" concept wherein the collective knowledge and experience of the group is utilized to enhance the learning process and to stress the relevance of the

material. Admissions is a function of managerial background. The experiential mix of the "cohort" is also a major consideration in the process.

MASTER OF ACCOUNTANCY

The Master of Accountancy is designed to provide the range of knowledge and practical skills needed by the professional accountant. The program is also designed to meet the academic requirements for eligibility for the Florida CPA Examination.

Since the Master of Accountancy requires an undergraduate degree and coursework equivalent to a major in accounting, candidates will normally have completed, as undergraduates, the equivalent of the M.B.A. Foundation courses. If the student's undergraduate record indicates any deficiency in the Foundation areas or in accounting preparation, the Graduate Committee may require additional Foundation or Accounting coursework before the Advanced Level courses are attempted.

Business Foundation

		Credit Hours
ES101	Macro-economics	3
ES102	Micro-economics	3
DS280	Statistics	3
ATG211	Financial Accounting	3
MGT305	*Principles of Management	3
MKT315	*Principles of Marketing	3
EBT191	Introduction to Information Technology	3
FIN311	*Business Finance	3
DS 350	*Quantitative Methods for Business	3
Decisions		
Total		<u>27</u>

*Must be taken at a 4 year institution

Accounting Foundation Courses

		Credit Hours
ATG 303	Financial Accounting I	3
ATG 304	Financial Accounting II	3
ATG310	Accounting Information Systems	3
ATG321	Managerial Cost Accounting	3
Accounting electives – (ATG400, 402, 406, 410)		6
Total		<u>18</u>

Accounting foundation courses must be taken at 4 year institutions.

Advanced Accounting Courses

		Credit Hours
ATG 501	Federal Taxation	3
ATG 507	Financial Accounting III	3
ATG 508	Governmental and Not -Profit	3
ATG 511	Current Issues in Accounting	3
ATG 516	Advanced Auditing	3
ATG 563	Advanced Accounting Theory	3
Total		<u>18</u>

Electives may be taken from the following list of courses:

ATG 406	Auditing I	3
ATG 402	Federal Taxation of Entities	3
FIN 511	Advanced Financial Management	3
MGT 519	Organizational Theory & Behavior	3
MGT 595	Strategic Management	3
MKT 516	Marketing Decision-Making	3
POM 507	Managerial Decision Analysis	3
BL 407	Business Law I	3
BL 408	Business Law II	3
		<hr/>
		12
Total		30

Program Details— Specific requirements and other details for M.B.A. and M.Acc., are available on request from the Graduate Business Office of the School of Business (386-822-7410).

Course descriptions appear in the section on the School of Business Administration in this Bulletin. Graduate-level courses are numbered 500 or higher.

GRADUATE AND PROFESSIONAL SCHOOL LINKAGES

Articulation Agreement with Stetson University College of Law

See the Pre-Law Advisory Program in Pre-Professional Programs in the College of Arts and Sciences.

American University Master of Public Administration (MPA)

Admission to the MPA Program at American University will be guaranteed to Stetson University graduates who meet the following requirements: Overall GPA of 3.0; three letters of recommendation detailing the student's ability to do graduate level work; an essay (1 to 2 pages preferred) describing in detail the student's educational and career objectives. Students seeking financial aid should also submit GRE scores no later than February 1 for fall admissions. The MPA program does not accept other professional test scores as a substitute for the GREs. For further information contact Dr. T. Wayne Bailey, Department of Political Science.

Application should be made in the fall of the year before the student plans to start his/her studies, by submitting a letter to American University Department of Public Administration stating an intention to apply under the Stetson-American University MPA linkage agreement. With the letter include the American University graduate application form, the essay, and a note that the letters of recommendation, GRE scores, and an official transcript are being sent under separate cover.

STETSON UNIVERSITY CENTER CELEBRATION



General Information—Since 1992, Stetson University has extended its historic mission in DeLand to offer its leadership to the new town of Celebration, Florida. As a planned small town with a clearly articulated vision emphasizing neighborly connections, active civic life, good health, and life-long learning, Celebration combines the old and the new along with “front porch” friendliness, innovative architecture as well as traditional design. From the beginning, Stetson has been actively involved in the development of the Celebration School, which has already established itself as a national innovator in public education.

The 36,000 square foot Stetson Center at Celebration, dedicated in 2001, makes a significant architectural statement. Located downtown, directly across from the Celebration School and adjacent to Founders’ Park, it is a major icon of the community’s commitment to education and innovation. The facility includes a Business Learning Center, an Education Center and a Counseling Teaching Center with a state-of-the-art individual and family-counseling lab. Resident and visiting faculty teaching at Celebration all have offices in the new facility. Full-time resident faculty members, working directly with their respective Department heads in DeLand, coordinate each academic program in Celebration.

In 1997 Stetson’s role as Celebration’s university partner led to its offering graduate degree programs in Business, Teacher Education, and Counselor Education to the Central Florida community. Stetson also began conducting professional development seminars, conferences, and workshops related to education reform and technology at the Center. An annual series of national educator workshops focus on “Best Practices” in teaching and in educational leadership. In January 2004 Stetson’s Celebration campus began the Stetson University Virtual High School program and will launch an undergraduate degree completion program in business for working students in July 2005.

Academic Programs at Celebration - Class schedules for the Master and Specialist programs of Education in Educational Leadership, the Master of Teacher Education, Master and Specialist of Science in School Counseling with the possibility of a Family Counseling Endorsement, and graduate & undergraduate programs in Business Education at Celebration are listed online at http://www.stetson.edu/celebration/graduate_courses.shtml.

Department of Education at Celebration—The mission of the Teacher Education Department at Celebration is to develop creative and reflective practi

tioners capable of assuming leadership roles within culturally diverse educational settings in rapidly changing educational environments. The Department, in collaboration with the schools and community, stresses a holistic program of individual development. Graduate students are expected to be active inquirers and participants in their own growth.

Department of Counseling at Celebration—The Counseling Graduate Program prepares counselors for a wide variety of work in schools, colleges, mental health agencies, and private practices. Since the skills needed to be an effective counselor are common to all these settings, the Department requires that each student take a group of core courses including the following:

- Evaluation and Assessment
- Legal and Ethical Issue in Counseling
- Human Relations Methods and Skills
- Theories of Counseling
- Group Processes
- Human Development
- Statistical Analysis and Research Design
- The program has five broad goals
- To provide students with the most comprehensive and up-to-date knowledge available in the field of counseling
- To prepare students by exposing them to practical experiences in counseling settings
- To expose students to diverse populations and prepare them to work with the culturally different
- To develop an awareness of ethical, legal and spiritual factors in counseling
- To provide opportunities which teach the student about the continuing need for personal and professional growth

School of Business Administration—Since the summer of 2000, the Stetson University School of Business Administration has offered a Masters of Business Administration program at Celebration. This Masters degree program was formerly at The Disney Institute, where it was only available to Disney employees. It is now held at the Celebration Center and is open to all students with the required prerequisites. In addition, the University offers a special Executive M.B.A. program specifically designed for working business executives and professionals. In July 2005 the Center will launch an undergraduate degree completion program for working students. Individuals interested in more information about our business education programs may contact the School of Business Administration in DeLand or the Stetson University Center by e-mailing center@stetson.edu or call 321-939-7604.

Celebration Calendar and Entry Requirements —While many academic courses at Celebration follow the regular University calendar, there are special sessions including intensive and weekend courses. Individual departments should be consulted. Entry requirements are the same for courses and programs at Celebration as for the main DeLand campus programs.

Anyone interested in activities and programs at the Celebration campus is encouraged to visit the Celebration website at <http://www.stetson.edu/celebration> or to email enquiries to center@stetson.edu.

COLLEGE OF LAW



College of Law Student Center

General—Stetson University College of Law publishes its own separate *Viewbook*. A copy may be obtained by writing to the Assistant Dean of Admissions, Stetson University College of Law, 1401 - 61st Street South, Gulfport, Florida, 33707.

Stetson University College of Law, founded in 1900, is Florida's first law school. Students may earn a J.D. degree by attending classes on a full-time or part-time basis. Those with a J.D. or foreign law equivalent may pursue an LL.M. degree in International Law and Business. For more than half a century, the law school was located in DeLand, Florida, on the University's main campus. In 1954, the College was relocated to Gulfport, Florida, a residential municipality contiguous to the city limits of St. Petersburg, Florida. Although the College is now approximately 150 miles distant from the main campus, it continues to be an integral part of the Stetson University system. The College of Law has opened a satellite campus in downtown Tampa. Only part-time classes are held at this location. Florida's Second District Court of Appeal has offices in and hears arguments in this new building. Its separate campus, in the dynamic Tampa Bay area, places the College within easy access of the many educational opportunities afforded by a heavy concentration of law firms, courts, and corporations.

The College is approved by the American Bar Association and has been a member of the Association of American Law Schools since 1931.

Library and Physical Facilities—The main Law School plant, located on a 21-acre campus, is adapted from an early type of Mediterranean Revival architecture. The buildings, constructed around plazas and connected by arcades, or loggias,

after the plan of ancient monasteries, are remarkably utilitarian and completely air-conditioned.

Educational facilities include six large classrooms, all fully wired for technology; four model practice courtrooms; offices for the law review; six seminar rooms; a new Student Center; and a state-of-the-art Law Library and Information Center. The College has its own cafeteria, tennis court, basketball court, weight room, and swimming pools. The Great Hall is used for dining and other functions in which 425 people may be served at one sitting. Overlooking the campus's central plaza are dormitory rooms. Other living facilities include the John T. Rosa apartment complex and 50 auxiliary homes.

The College of Law's Law Library and Information Center has the Mediterranean Revival design that pays homage to the architectural style of the Rolyat Hotel (the original building of the College of Law). This beautiful building houses the 391,472-volume library collection and provides access to the legal resources now available to students and faculty on the World Wide Web. Students and faculty can sit down at virtually any seat in the building and connect a laptop computer to the campus network, which in turn connects them to the Internet and all of the resources available, including the card catalog. There are 134 carrels, 19 four-person study rooms, 8 six-person conference rooms, 2 eight-person conference rooms, 188 seats at tables, and 32 lounge chairs and benches. This magnificent new building brings innovation and technology that will carry us well into the twenty-first century. The Tampa Law Center includes a satellite library that boasts several study rooms and both wired and wireless technology.

Pre-Law Preparation—The College of Law prescribes no particular major as a prerequisite for admission; nonetheless, there are important skills, values, and significant bodies of knowledge that can be acquired before law school that will provide a sound foundation for legal education. Rather than seek out law courses as an undergraduate, students should prepare for law school by choosing courses that will develop skills in analysis, problem solving, written and oral communication, research, task organization and management; abilities in critical reading, listening and in oral and written communication; and the values of serving others and promoting justice. Some basic areas of knowledge that are important to the development of a competent lawyer that should be developed before entering law school include history, political thought, theories of ethics and justice, economics, basic finance, human behavior and diverse cultures.

Application and Admission—New full-time J.D. students may be admitted in fall, spring, or summer. Part-time J.D. students are admitted only for the fall semester. Students who enter at the beginning of the spring semester (which starts in January) are required to attend the first summer session after their entrance. LL.M. students may start in the fall or spring; LL.M. students may attend on a full-time or part-time basis. Applications from members of minority groups and from women are encouraged.

Application forms may be obtained by writing to the Office of Admissions, Stetson University College of Law, 1401 61st Street South, Gulfport, Florida 33707, or on the College's Web site (e-mail: lawadmit@law.stetson.edu, Web address: <http://www.law.stetson.edu>).

Completed application forms accompanied by a nonrefundable application fee of \$55 should be sent by the applicant directly to the Director of Admissions. The application fee will be waived in a case of extreme financial hardship.

All applicants are required to take the Law School Admission Test and register for the Law School Data Assembly Service. Registration forms and a bulletin of information may be obtained from Law School Admissions Council, Box 2000, Newtown, PA 18940.

As a prerequisite to enrollment, each approved applicant is required to have earned a baccalaureate degree from a college or university that has been accredited by an accrediting association recognized by the U.S. Department of Education. Special admission programs are available to qualified Stetson undergraduate students.

In reviewing an applicant's qualifications, the faculty committee on admissions gives primary consideration to the cumulative undergraduate grade-point average and the LSAT score. However, all other relevant data concerning the individual are evaluated, with special regard to the college's goal of obtaining a student body profile reflecting diversity and potential for significant achievement. All applicants must present satisfactory evidence of good character.

Basic Program of Study and Degree Requirements—To be eligible for the degree of Juris Doctor (J.D.), a student must complete a minimum of 88 semester hours of credit with a cumulative grade point average of not less than 2.0. In addition, to meet residency requirements, a student in the full-time J.D. program must take classes over six semesters or its equivalent, four of which must be at Stetson. Full-time study requires completion of ten or more hours per semester and five or more hours per summer session. Students in the part-time J.D. program typically will attend for four full years, including three summers.

The College offers a course of instruction planned to equip the graduate for effective service in those areas in which the fundamental knowledge and skills of a lawyer are required. Effort is made to give students a broad perspective of the role of the lawyer and the law in a changing society and an understanding of how they as future community leaders will be responsible for improving the law and for bringing about desirable social change.

Special Programs—Stetson's well-known and widely-emulated clinical programs offer a wide range of legal venues where upper-level law students can work. These clinical programs permit students to work with government agencies and other legal services providers in a wide variety of contexts. Locations at which students may work include the State Attorney's Office, Office of the Public Defender, U.S. Attorney's Office, National Labor Relations Board, and local legal services offices. In the federal government litigation internship, students have the opportunity to work with federal agencies such as the Federal Bureau of Investigation and the Veterans Administration. A new In-House Counsel Internship places students in non-profit and for-profit businesses. The judicial internship program places students with local federal and state judges, offering the students an inside look at the workings of the judicial process. Stetson offers a joint J.D.-M.B.A. program with the School of Business Administration of Stetson University, which permits students to obtain both degrees in a shorter time than would otherwise be required. Stetson also offers the Scandinavian-Baltic Summer Institute, the

Spain Summer Abroad Program, the Argentina Summer Abroad Program, and the LL.M. program in International Law and Business.

Tuition and Fees—Tuition in the College of Law for 2004-2005 is \$24,760.00 per academic year and \$6,200.00 for the 2004 summer session, for full-time students. All fees and other charges, refund policies, and current financial aid programs are available from the College. The College reserves the right to change tuition charges, or other charges or fees, before the beginning of any semester or summer session.

Housing—Accommodations for 50 students are available in the air-conditioned Stetson Inn. The Rosa Apartment complex, located three blocks from the campus, is available primarily for married students and single parents. More than 50 single-family dwellings are also available.

Career Services—The College of Law makes no specific claims or guarantees about employment prospects for its graduates. However, the College does maintain an active career services office to assist students in obtaining employment information and scheduling employment interviews. Placement surveys are conducted on each graduating class, and the results provide up-to-date information regarding the percentage of responding graduates who obtained employment in legal positions and the average starting salary for such positions. In addition to the placement surveys, Stetson maintains a Web site that provides our alumni and graduates with 24-hour access to job postings. The College also has the Resource Room that is open 24 hours a day, 7 days a week, 365 days a year. The Resource Room has computers, printers, facsimiles, typewriters, and career service-related information available to our alumni and students.

FACULTY AND ADMINISTRATION

2004-2005

FACULTY

ADAMS, ANN

Lecturer in Music, 1989
B.M., Western Michigan University
M.M., M.M.E., D.M., The Florida State University

ADAMS, BOBBY L.

Professor of Music, 1987
B.A., Morehead State College
M.M.E., Murray State College
Ph.D., The Florida State University

ADAMS, KRISTEN D.

Associate Professor of Law, 2000
L. LeRoy Highbaugh, Sr. Chair of Faculty Research, 2004-2006
B.A., Rice University
J.D., Emory Law School
LL.M., Yale University

ALDANA, MARIO F.

Associate Professor of Modern Languages and Literatures, 1977
B.A., Ph.D., University of Florida

ALFONZO, JESUS

Assistant Professor of Music, 2001
M.M., D.M.A., Michigan State University

ALFORD-COOPER, FINNEGAN

Associate Professor of Sociology and Anthropology and Chair, 1996
B.A., University of Wyoming
Ph.D., University of Pittsburgh

ALLEN, MICHAEL P.++

Associate Professor of Law, 2001
B.A., University of Rochester
J.D., Columbia Law School

- ALLISON, THOMAS E.
Professor of Law, 1985
 B.S., Tulane University
 M.B.A., The Florida State University
 J.D., Stetson University
 LL.M., University of Florida
- AMIRI, SHAHRAM
Associate Professor of Decision and Information Sciences, 1996
 B.S., M.S., Old Dominion University
 Ed.D., College of William and Mary
- ANDREWS, WILLIAM A.
Associate Professor of Management, 1993
 B.B.A., University of Georgia
 M.I.M., American Graduate School of International Management
 Ph.D., University of Georgia
- AUGUSTINE, FRED K., JR.
Professor of Decision and Information Sciences, 1986
 B.A., M.B.A., Ph.D., The Florida State University
- BAILEY, T. WAYNE
Professor of Political Science, 1963
 B.A., University of Florida
 M.A., George Peabody College
 Ph.D., University of Florida
- BALLENGER, GRADY
Professor of English and Dean of the College of Arts and Sciences, 1998
 A.B., University of North Carolina at Chapel Hill
 M.A., Columbia University
 Ph.D., University of North Carolina at Chapel Hill
- BARBER, NANCY
Sullivan Lecturer in English, 1998
 A.B., Davidson College
 M.A., Stetson University
 M.F.A., University of Florida
- BARKALOW, DEREK T.
Associate Professor of Biology, 1978
 B.S., University of Wisconsin
 M.S., Ph.D., Rutgers University
- BARNES, MICHAEL C.
Assistant Professor of English, 2001
 B.A., M.A., Clemson University
 Ph.D., University of South Carolina
- BARNETT, STEPHEN T.
Professor of Marketing and Chair, 1987
Dennis C. McNamara, Sr. Chair of Marketing, 2000
Director, Summer Innsbruck Program
 A.B., University of Georgia
 M.B.A., Ph.D., Georgia State University
- BATEY, ROBERT
Professor of Law, 1977
 B.A., Yale University
 J.D., University of Virginia
 LL.M., University of Illinois
- BAUER, MARK D.
Assistant Professor of Law, 2004
 B.A., University of Chicago
 J.D., Emory University
- BEANE, DOROTHEA A.
Professor of Law, 1990
 B.A., Drew University
 J.D., Rutgers—The State University of New Jersey
- BEASLEY, JAMES R.
Professor of Religious Studies, 1973
Vice President for Administration and Chief Operating Officer, 1999
 B.A., M.A., Stetson University
 M.A., Andover Newton Theological School
 Ph.D., Tufts University
- BELCHER, LAWRENCE J.
Professor of Finance and Chair, 1990
Director of Roland and Sarah George Investments Institute
 B.A., Hanover College
 M.S., Auburn University
 Ph.D., Indiana University
- BELL, PAMELA COLE
Trial Advocacy Fellow, 2002
 B.A., J.D., Stetson University
- BENNINGTON, CYNTHIA
Associate Professor of Biology, 1996
 B.S., M.S., Ph.D., West Virginia University
- BICKEL, ROBERT DALE
Professor of Law and Co-Director, Center for Excellence in Higher Education Law and Policy, 1978
 B.A., University of South Florida
 J.D., The Florida State University
- BIERNACKI, CHRISTINE
Visiting Assistant Professor of Biology, 1999
 B.A., M.A.T., Stetson University
 Ed.D., University of Central Florida
- BITTER, MICHAEL E.
Associate Professor of Accounting, 1995
 B.B.A., Stetson University
 M. Acc., University of Florida
 Ph.D., University of Mississippi
 C.P.A.
- BJELLA, DAVID*
Associate Professor of Music, 1993
 B.M., Drake University
 M.M., Peabody Conservatory of Music

- BLUM, TONI L.
Associate Professor of Psychology and Chair,
1991
B.A., Bethany College
M.A., Ph.D., The Ohio State University
- BOHL, CATHERINE JOAN
Instructor of Legal Research and Writing, 2004
B.A., Boston University
J.D., Suffolk University Law School
- BOLDING, GARY
Professor of Art, 1989
B.A., Hendrix College
M.F.A., Brooklyn College
- BOOZER, ROBERT W.
Professor of Management, 1990
B.S.B.A., University of Florida
M.B.A., D.B.A., Mississippi State
University
- BOUDREAUX, PAUL
Assistant Professor of Law, 2003
B.A., J.D., University of Virginia
LL.M., Georgetown University
- BOWMAN, BROOKE J.
Instructor of Legal Research & Writing, 2002
B.S., Indiana University
J.D., Stetson University
- BOYD, G. MICHAEL
Professor of Finance, 1980
B.A., University of West Florida
M.S., Ph.D., The Florida State University
- BRADFORD, BRUCE CARLTON*
Professor of Geography and Environmental
Science and Chair, 1975
Director, Gillespie Museum
B.A., Stetson University
M.S., Ph.D., Pennsylvania State University
- BRADFORD, JANE T.
Associate Professor and Library Instruction
Coordinator and Reference Librarian, 1987
B.A., Stetson University
M.A., Pennsylvania State University
M.S., University of Illinois at Urbana-
Champaign
- BRANTON, MICHAEL G.
Senior Lecturer in Mathematics and Computer
Science, 1982
B.S., Florida Technological University
M.S., Ph.D., University of North Carolina
- BRENNER, VINCENT C.*
The David M. Beights Professor of
Accounting, 1998
B.S., Mount Saint Mary's College
M.B.A., Ph.D., Pennsylvania State University
C.P.A.
- BROWN, JAMES JAY
Professor of Law, 1981
B.S., University of Pennsylvania, Wharton
School of Finance
J.D., Cleveland State University College of
Law
LL.M., Washington University School of
Law
- BURNETT, JUDITH
Assistant Professor of Counselor Education,
1999
A.B., Brown University
M.S., Ph.D., University of Massachusetts-
Amherst
- CAMERON, CATHERINE
Instructor of Legal Research and Writing, 2004
B.A., University of Florida
M.A., University of Florida
J.D., University of Florida
- CAPITANO, CARMEN
Lecturer in Modern Languages and Literatures,
1999
B.A., Barry College
M.A., Southern Illinois University
Ph.D., Temple University
- CASH, TAMRA L.
Assistant Professor of Integrative Health
Science & Sport Management, 2003
B.S., Elon College
M.S., University of Tennessee, Knoxville
M.A., Eastern Kentucky University
Ed.D., Temple University
- CHAKKAPPAK, LYNNETTE
Adjunct Faculty for Medical Technology, 1998
Program Director, School of Medical
Technology,
St. Vincent's Medical Center, Jacksonville,
Florida
M.S., MT (ASCP), University of South
Florida
- CHRISTESON, JANE*
Associate Professor of Music, 1996
B.M., M.M., University of Alabama
- CLEMMEN, YVES
Associate Professor of Modern Languages and
Literatures, 1992
Licenses de Philologie Germanique,
University de l'état à Liège, Belgium
M.A., Ph.D., University of Illinois at
Urbana-Champaign
- COCHRAN, C. D.
Professor of Psychology, 1967
B.A., Georgia State University
M.S., Ph.D., University of Georgia

- COGGINS, PATRICK C.*
Jessie Ball duPont Professor of Teacher Education, 1991
 B.S., Springfield College
 M.S., Southern Connecticut State University
 Ph.D., University of Connecticut
- COOPER, JOHN E.
Associate Dean for International and Cooperative Programs and Professor of Law, 1985
 B.A., College of William & Mary
 J.D., University of Oklahoma
 LL.M., University of Florida
- COPELAND, RICHARD WYATT
Associate Professor of Business Law and Tax, 1976
 B.S., Mississippi College
 J.D., University of Florida
 LL.M., Tax, University of Miami
- COPPOCK, LEE
Visiting Assistant Professor of Law, 2004
 B.A., University of South Florida
 J.D., Stetson University College of Law
- CORCORAN, CAROL A.*
Associate Professor of Teacher Education, 1981
 B.S., SUNY at Brockport, N.Y.
 M.A., Ed.D., University of Central Florida
- COSTELLO, BARBARA
Associate Professor and Government Documents Librarian, 1998
 B.A., Boston College
 M.L.S., Southern Connecticut State University
- COUCH, DUNCAN
Professor of Music, 1989
 B.M.E., M.M.E., Ph.D., University of Kansas
- COULTER, LISA
Associate Professor of Mathematics and Computer Science and Chair, 1990
 B.S., Yale University
 Ph.D., New York University
- COX, NICHOLAS
Elder Consumer Protection Fellow, 2003
 B.A., University of South Florida
 J.D., Washburn University School of Law
- CROCE, PAUL JEROME
Professor of American Studies and Chair, 1989
 B.A., Georgetown University
 M.A., Ph.D., Brown University
- DALTON, PHILIP D.
Assistant Professor of Communication Studies, 2002
 B.A., M.A., Northern Illinois University
 Ph.D., The University of Oklahoma
- DANSBERGER, HAROLD
Lecturer in Mathematics, 2004
 B.A., George Mason University
 M.S., Stetson University
- DASCHER, PAUL***
Professor of Accounting, 1993
Rinker Distinguished Professor, 2002
 B.S., M.S., Ph.D., Pennsylvania State University
- DAVIS, JOEL
Assistant Professor of English, 2002
 B.A., University of Puget Sound
 M.A., University of Wyoming
 Ph.D., University of Oregon
- DAVIS, ROBERT N.
Professor of Law, 2001
 B.A., University of Hartford
 J.D., Georgetown University Law Center
- DEHNART, ANDY
Lecturer in English, 2003
 B.S., Stetson University
 M.F.A., Bennington College
- DEMOSS, MICHELLE A.
Professor of Marketing, 1990
 B.S., Ph.D., University of Florida
- DEMURGA, MANUEL
Associate Professor of Music, 1996
 B.M., Boston University
 M.M., Ph.D., Eastman School of Music
- DENNER, MICHAEL A.
Assistant Professor of Russian Studies, 2002
Director of the Honors Program
 B.A., Indiana University
 M.A., Ph.D., Northwestern University
- DERSHIMER, ELIZABETH LOVEJOY
Associate Professor of Teacher Education, 1986
 B.S., Jacksonville University
 M.Ed., Ed.D., Memphis State University
- DEZOORT, FRANK A.*
Professor of Management, 1983
Director of Graduate Studies
 B.A., Oglethorpe University
 M.B.A., Ph.D., University of Georgia

- DICKERSON, DARBY
Vice President and Dean,
Professor of Law, 1995
 B.A., M.A., College of William & Mary
 J.D., Vanderbilt University
- DICKSON, WILLIAM WAYNE
Professor of English and Humanities, 1973
Kathleen Johnson Chair of Humanities, 2002
 B.A., Stetson University
 M.A., Ph.D., Duke University
- DINKINS, DEBORA E.
Associate Professor and Head of Technical Services, 1993
 B.Mech. Eng., Auburn University
 M.L.S., University of Alabama
- DURAKO, JO ANNE
Associate Professor of Law, 2004
Director of Legal Research and Writing
 Ed.M., Harvard University
 J.D., University of Florida
- DYSART, DAVID L.
Associate Professor of Modern Languages and Literatures, 1991
 B.S., Auburn University
 M.Int.Bus., University of South Carolina
 M.A., Ph.D., University of Illinois at Urbana-Champaign
- EIRE, ANA
Associate Professor of Modern Languages and Literatures, 1990
 Licenciatura, University Complutense de Madrid
 M.A., Ph.D., Vanderbilt University
- EL AARAG, HALA
Assistant Professor of Computer Science, 2002
 B.S., M.S., Alexandria University
 Ph.D., University of Central Florida
- ELLIOTT, WILLIAM D.
Lecturer in Communication Studies and Theatre Arts, 2001
 B.A., University of Central Florida
 M.F.A., Virginia Polytechnic Institute and State University
- EVERETT, DIANE D.
Associate Professor of Sociology and Anthropology and Chair, 1989
 B.A., Millsaps College
 M.A., Ph.D., Duke University
- EVERHART, STEPHEN M.***
Professor of Law, 1994
 B.A., The Florida State University
 J.D., University of Florida
- FARRELL, TERENCE M.
Professor of Biology, 1989
 B.S., Bucknell University
 Ph.D., Oregon State University
- FARRELL, THOMAS J.**
Professor of English and Chair, 1984
 B.A., M.A., Ph.D., University of Michigan
- FAVIS, ROBERTA S.
Professor of Art and Chair, 1989
 B.A., Bryn Mawr College
 M.A., Ph.D., University of Pennsylvania
- FEELEY, KELLY M.
Instructor of Legal Research and Writing, 2000
 B.A., The Florida State University
 J.D., Stetson College of Law
- FERLAND, RICHARD A.
Associate Professor of Modern Languages and Literatures and Chair, 1978
 B.A., Assumption College
 M.B.A., Stetson University
 M.A., Ph.D., Harvard University
- FINCH, MICHAEL STEVEN
Professor of Law, 1981
 B.A., Oberlin College
 J.D., Boston University
 S.J.D., Harvard University
- FINKS, JEAN
Assistant Professor and Music Librarian, 1999
 B.M.E., West Virginia University
 M.M., Butler University
 M.L.S., Indiana University
- FITZGERALD, PETER L.
Professor of Law, 1996
 B.A., College of William & Mary
 J.D., University of California
 LL.M., University of Exeter, United Kingdom
- FLINT-HAMILTON, KIMBERLY B.
Associate Professor of Sociology and Anthropology, 1999
 B.S., University of Notre Dame
 Ph.D., Duke University
- FLOWERS, ROBERTA KEMP
William Reece Smith Distinguished Professor of Law and Director, Center for Excellence in Advocacy, 1993
 B.A., Baylor University
 J.D., University of Colorado
- FOO, JENNIFER PING-NGOH*
Professor of Finance, 1990
 B.A., Smith College
 M.A., Ph.D., Northeastern University

- FORTE, MONIQUE
Associate Professor of Management and Chair,
1994
B.B.A., M.B.A., University of Georgia
Ph.D., The Florida State University
- FOX, JAMES W., JR.
Associate Professor of Law, 2000
B.A., University of North Carolina-Chapel
Hill
J.D., University of Michigan
- FRIEDMAN, ERICH
Associate Professor of Mathematics and
Computer Science, 1992
B.S., Rose-Hulman Institute of Technology
M.S., Ph.D., Cornell University
- FURLOW, CLARK W.
Assistant Professor of Law, 2003
B.A., Boston University
J.D., Emory University School of Law
- GARDNER, ROYAL C.
Vice Dean and Professor of Law, 1994
A.B., Georgetown University
J.D., Boston College Law School
- GIBBS, MELISSA
Assistant Professor of Biology, 1998
B.A., University of California, Santa Cruz
M.S., San Jose State University
Ph.D., University of Delaware
- GLANDER, GEORGE
Associate Professor of Physics, 1996
B.A., Carleton College
Ph.D., University of Wisconsin
- GOODWIN, MORRIS W.
Lecturer in Decision and Information Sciences,
1998
B.S., University of Central Florida
M.B.A., Stetson University
- GRAVES, JACK M.
Assistant Professor of Law, 2002
B.A., J.D., University of Colorado
- GRAVES, RICHARD B., III+++
Instructor of Legal Research and Writing, 1998
B.A., Washington and Lee University
J.D., Tulane Law School
LL.M., University of Houston
LL.M., Stetson University
- GRIEB, TERRY J.
Associate Professor and Instructional Media
Center Director, 1982
B.A., Stetson University
M.A., University of Georgia
M.Ed., University of Central Florida
- GRUBBS, TANDY
Associate Professor of Chemistry, 1995
B.S., High Point University
Ph.D., Duke University
- GUARDA, LUIS
Adjunct Faculty for Medical Technology, 2000
Medical Director, Medical Technology
Program, Florida Hospital, Orlando, Florida
M.D.
- GUNDERSON, DAN A.
Professor of Art, 1976
Director, Duncan Gallery
B.F.A., University of South Dakota
M.F.A., University of Wisconsin
- HALE, MARGIE
Professor of Mathematics, 1992
B.S., Eckerd College
M.S., Ph.D., Vanderbilt University
- HALE, WILLIAM DANIEL
Professor of Psychology, 1979
B.S., The Florida State University
M.A., Emory University
Ph.D., University of Massachusetts-Amherst
- HALL, RONALD L.
Professor of Philosophy and Chair, 2000
B.A., Stetson University
M.Div., Duke University
Ph.D., The University of North Carolina at
Chapel Hill
- HALLUM, ANNE MOTLEY
Professor of Political Science and Chair, 1986
B.S., University of Minnesota
M.P.A., University of Alabama in
Tuscaloosa
Ph.D., Vanderbilt University
- HANSEN, RANDALL S.
Associate Professor of Marketing, 1992
B.S., Syracuse University
M.A., University of Florida
Ph.D., The Florida State University
- HARDER, MATTHEW D.
Visiting Professor of Music, 2004
B.A., Illinois Wesleyan University
M.M., Bowling Green State University
D.M., Northwestern University
- HAUCK, PETER R.*
Associate Professor of Chemistry and Chair,
1989
B.S., Duke University
Ph.D., Columbia University
- HAWKINS-LEÓN, CYNTHIA G.
Associate Professor of Law, 2004
B.A., Wellesley College
J.D., Harvard Law School

- HEINE, RICHARD PETER
Associate Professor of Management, 1987
B.B.A., M.B.A., University of New Orleans
D.B.A., Memphis State University
- HEINS, ELIZABETH D.
Professor of Teacher Education, 1981
Nina B. Hollis Chair of Educational Reform,
2000
B.A., Florida Technological University
M.E., Ph.D., University of Virginia
- HENDERSON, CAROL
Visiting Professor of Law and Director,
National Clearinghouse for Science,
Technology, and Law, 2003
B.A., University of Florida
J.D., The National Law Center, George
Washington University
- HEWLINGS, SUSAN J.
Assistant Professor of Integrative Health
Science and Sport Management, 2000
B.S., M.S., Ph.D., The Florida State
University
- HODKINSON, SYDNEY
Visiting Professor of Music and Almand Chair
of Composition, 2004
B.M., M.M., Eastman School of Music
D.M.A., University of Michigan
- HOSE, ANTHONY
Assistant Professor of Music, 2000
A.R.M.C., Royal College of Music
- HUSKEY, EUGENE E., JR.
Professor of Political Science, 1988
William R. Kenan, Jr. Chair, 1999
B.A., Vanderbilt University
M.A., Essex University
Ph.D., London School of Economics
- INDRALINGAM, RAMMEESWARY
Associate Professor of Chemistry, 1991
B.S., University of Colombo, Sri Lanka
Ph.D., University of Florida
- IRIZARRY, CYNTHIA A.
Assistant Professor of Communication Studies,
1999
B.A., M.A., Wayne State University
Ph.D., University of Nebraska, Lincoln
- JACKSON, D. DEWAINE
Assistant Professor of Biochemistry, 2000
B.A., University of California at San Diego
Ph.D., University of Oregon
- JACOB, BRUCE R.
Dean Emeritus, College of Law, and Professor
of Law, 1981
B.A., The Florida State University
J.D., Stetson University College of Law
LL.M., Northwestern University School of
Law
LL.M., University of Florida
S.J.D., Harvard University
- JEANCOLA, MONICA
Lecturer in Accounting, 1997
B.B.A., M.B.A., Stetson University
C.P.A.
- JENS, WILLIAM G., JR.
Professor of Accounting, 1987
C.R. Lindback Chair, 1995
B.A., Moravian College
M.B.A., Rutgers University
Ph.D., University of Central Florida
- JOHNSON, BETTY DREES
Professor and Director of the duPont-Ball
Library, 1961
B.A., M.A., Stetson University
M.L.S., Columbia University
- JONES, BOYD M., II
Professor of Music, 1998
John E. and Aliese Price Chair of Organ
University Organist, 1998
B.M., Stetson University
M.M., M.M.A., D.M.A., Yale University
- JUSICK, ANTHONY T.
Senior Lecturer in Physics, 1966
B.S., Ph.D., University of Florida
- KAIVOLA, KAREN***
Professor of English, 1991
Associate Dean, College of Arts and Sciences,
1998
J. Ollie Edmunds Chair, 1999
B.A., Georgetown University
M.A., Ph.D., University of Washington
- KHADER, JAMIL
Assistant Professor of English, 2000
B.A., M.A., Haifa University, Israel
Ph.D., Pennsylvania State University
- KINDRED, A. RICHARD, JR.
Associate Professor of Psychology, 1973
B.A., Florida Southern College
M.A., Ph.D., Brandeis University
- KINDRED, JANIS B.
Professor of Music, 1979
B.M., Louisiana State University
M.A., Eastman School of Music
D.M., The Florida State University

- KING, CAMILLE
Assistant Professor of Psychology, 2002
 B.A., M.A., Ph.D., University of Virginia
- KING, MICHAEL S.
Associate Professor of Biology and Chair, 1993
 B.A., Princeton University
 Ph.D., University of Virginia
- KIRKLAND, LAURA N.
Assistant Professor and Catalog Librarian, 1999
 B.A., Luther College
 M.A., University of Iowa
- KIRSCH, RAMONA
Lecturer in Religious Studies, 2004
 B.A., University of Oklahoma
 M.Div., San Francisco Theological Seminary
 ABD, University of Missouri-Kansas City
- KLINE, SIMS D.
Associate Professor and Reference Librarian, 1976
 B.S.E.S., Georgetown University
 M.S., The Florida State University
 M.A., University of Florida
- KROUMOVITCH, ROUTA
Associate Professor of Music, 1992
 Licenciado, University of Chile
- KURLANDER, ERIC
Assistant Professor of History, 2001
 B.A., Bowdoin College
 M.A., Ph.D., Harvard University
- LAGUNAS, LUIS ROJAS
Lecturer and Supervisor of the Modern Language Multimedia Center, 2004
 M.Ed., University of Wisconsin – La Crosse
- LAKE, PETER
Professor of Law, Charles A. Dana Chair, and Co-Director, Center for Excellence in Higher Education Law and Policy, 1990
 B.A., Harvard College
 J.D., Harvard University
- LARSON, ANDREW L.
Assistant Professor of Music, 2002
 B.M., Utah State University
 M.M., Brigham Young University
 D.M.A., University of Illinois at Urbana-Champaign
- LATIMER, JEROME C.
Professor of Law, 1975
 B.A., The Florida State University
 J.D., University of Florida
- LEAHY, ROBERT M.
Associate Professor of Teacher Education, 1989
 B.S., State University of New York-Cortland
 M.Ed., University of Vermont
 Ph.D., Cornell University
- LENHOLT, ROBERT
Assistant Professor and Electronic Services and Document Delivery/ Reference Librarian, 2000
 B.A., University of Florida
 M.A., University of South Florida
- LICK, THOMAS A.
Professor of Physics, 1967
 B.S., Muhlenberg College
 Ph.D., Ohio University
- LINNEY, LLOYD D.
Assistant Professor of Music, 1984
 B.A., Furman University
 M.M., D.M., The Florida State University
- LONG, LYNN L.
Associate Professor of Counselor Education and Chair, 1991
 A.B., Wesleyan College
 M.A., Rollins College
 Ed.S., Ph.D., University of Florida
- LONG, NEAL B.
Professor of Economics and Chair, 1974
 B.A., Indiana University
 M.A., University of North Carolina
 Ph.D., Indiana University
- LUCAS, PHILLIP C.
Associate Professor of Religious Studies, 1992
 B.A., Portland State University
 M.A., Ph.D., University of California, Santa Barbara
- MA, K. CHRISTOPHER
Roland and Sarah George Visiting Professor of Applied Investments, 2001
 B.S., National Chiao Tung University
 M.B.A., Ph.D., University of Illinois
 C.F.A.
- MACISAAC, DOUGLAS
Professional Development School Liaison and Assistant Professor of Teacher Education, 1999
 B.A., Ed.S., Michigan State University
- MADDOX, CRAIG W.
Associate Professor of Music, 1984
 B.M., North Carolina School of the Arts
 M.M., D.M., The Florida State University

- MADDOX, E. NICHOLAS, III
Professor of Management, 1985
 B.A., East Carolina University
 M.A., Marshall University
 Ph.D., The Florida State University
- MALLET, JAMES E.
Professor of Finance, 1984
 B.A., West Virginia Wesleyan College
 Ph.D., Wayne State University
- MANKIN, ILIANA***
Associate Professor of Modern Languages and Literatures, 1991
 B.A., University of Puerto Rico
 M.A., Ph.D., Pennsylvania State University
- MARCH, DAVID
Lecturer in Counselor Education, 2002
 A.A., Valencia Community College
 B.S., The Florida State University
 M.S., Stetson University
- MARIS, GARY L.
Senior Lecturer in Political Science, 1965
 B.A., Stetson University
 M.A., Ph.D., Duke University
- MARKLE, GWYNN A.
Visiting Assistant Professor of Philosophy, 2004
 B.F.A., M.A., California State University
 Ph.D., Fordham University
- MARKS, THOMAS C., JR.
Professor of Law, 1973
 B.S., The Florida State University
 LL.B., Stetson University
 Ph.D., University of Florida
- MAY, PETER G.
Professor of Biology, 1988
 B.S., M.S., George Mason University
 Ph.D., University of Florida
- McCANN, GREGORY K.
Professor of Business Law, 1990
Director, Family Business Center
 B.A., Stetson University
 J.D., University of Florida
- McCLENDON, JANICE K.
Associate Professor of Law, 2001
 B.A., University of Texas
 J.D., University of Utah
 LL.M., New York University
- McCOY, KENNETH W.
Associate Professor of Communication Studies and Theatre Arts and Chair, 1994
 B.A., University of Alabama at Birmingham
 M.F.A., Southern Illinois University at Carbondale
 Ph.D., Bowling Green State University
- McCRORY, CAROL COLE
Visiting Instructor of Legal Research and Writing, 2004
 B.A., Queens College
 M.A., University of South Florida
 J.D., Stetson University College of Law
- McFARLAND, MICHAEL W.
Associate Professor of Communication Studies, 1988
 B.A., Simpson College
 M.A., Ph.D., Northwestern University
- McNICHOLAS, MARK
Visiting Lecturer in History, 2004
 B.A., Pennsylvania State University
 M.A., ABD, University of California at Berkeley
- MEDLIN, RICHARD G.
Professor of Psychology, 1981
 B.A., Stetson University
 M.A., Ph.D., University of North Carolina at Chapel Hill
- MHILU, GREYSON
Fulbright Foreign Language Teaching Assistant in Kiswahili, 2004
 B.A., University of Dar es Salaam, Tanzania
- MICHELSON, STUART
Professor of Finance, 2001
Roland and Sarah George Chair of Finance, 2001
 B.S., M.B.A., University of Missouri
 Ph.D., The University of Kansas
- MIERAS, EMILY
Assistant Professor of American Studies, 1998
 A.B., Harvard College
 M.A., Ph.D., College of William and Mary
- MILES, WILLIAM W.
Assistant Professor of Mathematics, 2003
 B.S., Presbyterian College
 M.S., Virginia Commonwealth University
 Ph.D., Clemson University
- MILLER, SHAWNRECE D.
Assistant Professor of English, 2002
 B.A., John Carroll University
 M.A., Youngstown State University
 Ph.D., Kent State University
- MINNETI, JEFFREY
Instructor of Legal Research and Writing, 2003
 B.A., University of South Florida
 M.B.A., Samford University School of Business
 J.D., Cumberland School of Law

- MOKADDEM, FATEN**
Fulbright Foreign Language Teaching Assistant in Arabic, 2004
 B.S., Secondary School of Carthage
 M.A., University of Manouba, Tunisia
- MOODY, LIZABETH A. +**
Distinguished University Professor and Dean Emeritus, College of Law, 1994
 A.B., Columbia University (Barnard College)
 J.D., Yale University
- MORGAN, REBECCA C.**
Boston Asset Management Faculty Chair in Elder Law and Director, Center for Excellence in Elder Law, 1985
 B.S., B.A., Central Missouri State University
 J.D., Stetson University
- MORRISSEY, JOSEPH F.**
Visiting Assistant Professor, 2004
 A.B., Princeton University
 J.D., Columbia University
- MOSLEY, MADISON M., JR.**
Associate Professor of Law and Director of Law Library and Information Services, 2001
 B.A., The Florida State University
 M.L.S., University of North Carolina at Greensboro
 Ph.D., The Florida State University
 J.D., Stetson University
- MUELLER, CAROLYN**
Associate Professor of Management, 1999
 B.S.B.A., M.B.A., University of Akron
 Ph.D., University of South Carolina
- MUIR, CLIVE**
Assistant Professor of Management, 2001
 B.S., University of the West Indies
 M.S., Pennsylvania State University
 M.A., Ph.D., New Mexico State University
- MURPHY, JENNIFER E.**
Instructor of Legal Research and Writing, 2004
 B.A., University of South Florida
 J.D., Stetson University College of Law
- MUSCO, LYNN ANN**
Professor of Music, 1988
 B.F.A., University of Wisconsin-Milwaukee
 M.M., New Mexico State University
 D.M., The Florida State University
- MUSSER, DONALD W.**
Senior Lecturer of Religious Studies, 1978
Sam R. Marks Chair of Religion, 2000
Hal S. Marchman Chair of Civic and Social Responsibility, 2005
 B.S., University of Pittsburgh
 M.Div., Southern Baptist Seminary
 Ph.D., University of Chicago
- NAGLE, LUZ ESTELLA**
Professor of Law, 1998
 M.A., University of California, Los Angeles
 LL.M., University of California, Los Angeles
 J.D., William and Mary School of Law
 LL.D., Universidad Pontificia Bolivariana
- NANCE, CARRIELLA**
Associate Professor of Psychology, 1995
 B.A., North Carolina Central University
 M.A., Ph.D., The Florida State University
- NANCE, LEONARD L.**
Associate Professor of Sociology and Anthropology, 1989
Dean of First Year Studies, 2005
University Adviser on Diversity Issues
Associate Dean, College of Arts and Sciences, 1998
 B.A., University of West Florida
 M.A., Duke University
 Ph.D., University of Virginia
- NG, STEPHEN**
Assistant Professor of Music, 2002
 B.A., The Chinese University of Hong Kong
 M.M., New England Conservatory of Music
 D.M., Indiana University
- NICHOLSON, CAROLYN Y.**
Associate Professor of Marketing, 2000
 B.A., Wingate College
 M.A., University of Georgia
 Ph.D., Virginia Polytechnic Institute and State University
- NOONAN, BRIGID**
Assistant Professor of Counselor Education, 2003
 B.S., University of Maryland University College
 A.G.S., M.A., Ph.D., University of Maryland College Park
- NYLEN, WILLIAM R.**
Associate Professor of Political Science, 1992
 B.A., University of California at Berkeley
 M.A., Johns Hopkins School of Advanced International Studies
 M.A., M.Phil., Ph.D., Columbia University

O'CONNOR-FELMAN, MARLEEN
Professor of Law, 1988
B.S., DePaul University
J.D., Duke University

O'KEEFE, KEVIN J.***
Professor of History, 1975
B.A., Queens College
M.A., St. John's University
Ph.D., New York University

OLIPHANT, GARY C.
*Associate Professor of Decision and
Information Sciences*, 1995
B.A., California State College
M.Ed., California University of
Pennsylvania
M.B.A., Ph.D., The Florida State University

OLIPHANT, REBECCA
Associate Professor of Marketing, 1996
B.A., California State College
M.Ed., California University of
Pennsylvania
Ph.D., The Florida State University

OLIVER, CINDY LOVELL
Assistant Professor of Teacher Education, 1999
B.A., M.A., Stetson University
Ph.D., University of Iowa

O'NEILL, MEGAN
Associate Professor of English, 1999
Director, First-Year English Program
B.A., M.A., Eastern Washington University
Ph.D., University of New Mexico

PAINTER, NOEL
Assistant Professor of Music, 1999
B.M., Furman University
M.A., M.M., Ph.D., Eastman School of
Music

PALMER, EDIT
Lecturer in Music, 1997
B.A., California State Polytechnic
University, Pomona
M.F.A., University of California, Los
Angeles

PEARSON, JOHN H.
Professor of English, 1988
Nell Carlton Chair of English, 1999
B.A., Eckerd College
M.B., Ph.D., Boston University

PELAIA, WILLIAM A.
Lecturer in Teacher Education, 2002
B.S., Kean College
M.A., Seton Hall University
Ed.D., Fordham University

PEPPERS-BATES, SUSAN M.
Assistant Professor of Philosophy, 2001
B.A., Davidson College
M.A., Ph.D., University of Pennsylvania

PEREIRA, CYRIACO LOPES
Visiting Assistant Professor of Digital Arts/Art,
2003
B.E.A., M.E.A., Federal University of Rio de
Janeiro
M.E.A., University of Maryland, Baltimore
County

PERRAMOND, ERIC
*Assistant Professor of Geography and
Environmental Science*, 1999
B.A., Mary Washington College
M.A., Louisiana State University
Ph.D., The University of Texas at Austin

PERRY, ADRIENNE M.
*Associate Professor and Chair of Teacher
Education*, 1991
B.S., State University of Oswego
M.A., Columbia University Teachers
College, New York
Ph.D., University of Florida

PICCARD, ANN M.
Instructor of Legal Research and Writing, 1999
B.A., The Florida State University
J.D., Stetson University

PIECHURA-COUTURE, KATHY JO
Associate Professor of Teacher Education,
1993
B.S., Eastern Michigan University
M.A., Ph.D., University of South Florida

PLANTE, DANIEL
Assistant Professor of Computer Science, 1997
B.S., Marlboro College
Ph.D., University of Notre Dame

POETER, ELISABETH
*Assistant Professor of Modern Languages and
Literatures*, 1995
B.A., University of California, Davis
M.A., Ph.D., University of California at
Berkeley

POLLOCK, MARY R.
Professor of English, 1985
B.A., University of Tennessee
M.A., Texas A & I University
Ph.D., University of Texas at Austin

PRICE, HARRY L.
Assistant Professor of Chemistry, 2001
B.S., Ph.D., University of Illinois at
Chicago

- PULAPAKA, HARI
Assistant Professor of Mathematics, 2000
 B.S., University of Bombay (Saint Xavier's College)
 M.S., George Mason University
 Ph.D., University of Florida
- QUEEN-SUTHERLAND, KANDY**
Professor of Religious Studies, 1991
 B.S., Winthrop College
 M.Div., Ph.D., Southern Baptist Theological Seminary
- RADLEY, GAIL
Sullivan Lecturer in English, 1998
 B.A., Mary Baldwin College
 M.A., Stetson University
- RADWAN, THERESA J. PULLEY
Associate Professor of Law and Associate Dean of Academics, 2001
 B.A., University of Dayton
 J.D., Marshall-Wythe School of Law, College of William & Mary
- RAMOS, RICARDO
Adjunct Faculty for Medical Technology, 2003
Medical Director, School of Medical Technology, St. Vincent's Medical Center
 M.D., University of Florida
- RASP, JOHN***
Associate Professor of Decision and Information Sciences, 1989
 B.S., Rose-Hulman Institute of Technology
 M.S., Ph.D., The Florida State University
- RAYMOND, MICHAEL W.*
Professor of English, 1972
 B.A., Stetson University
 M.A., Ph.D., University of Florida
- REDDISH, MITCHELL G.
Professor of Religious Studies and Chair, 1983
O. L. Walker Chair of Christian Studies, 2000
 B.A., University of Georgia
 M.Div., Ph.D., Southern Baptist Theological Seminary
- REILLY, J. TIM+
Distinguished Professorial Lecturer, 1994
 B.A., M.A., Marquette University
 J.D., Stetson College of Law
- REITER, KIMBERLY D. S. +++
Associate Professor of History and Chair, 1990
 B.A., Muskingum College
 M.A., Kent State University
 Ph.D., University of Virginia
- RICKMAN, MICHAEL L.
Professor of Music, 1983
 B.M. and Performance Certificate, Mars Hill College
 M.M., D.M.A., North Texas State University
- RIGGS, KEVIN
Professor of Physics and Chair, 1987
 B.S., University of Wisconsin-River Falls
 M.S., Case Western Reserve University
 Ph.D., University of Minnesota
- ROBERTS, MATTHEW
Assistant Professor of Digital Arts, 2001
 B.F.A., University of Florida
 M.F.A., University of Illinois
- ROBINSON, STEPHEN A.
Professor of Music, 1985
 B.M., M.M., D.M., The Florida State University
- ROGERS, PATRICIA L.
Adjunct Faculty for Medical Technology, 1998
Program Director, Medical Technology Program, Florida Hospital, Orlando, Florida
 B.S.
 MT (ASCP) SBB
- ROSE, CHARLES H., III
Assistant Professor of Law, 2005
 B.A., Indiana University South Bend
 J.D., University of Notre Dame Law School
- ROSEN, LARRY S.
Professor of Counselor Education, 1991
 B.S., M.S., University of Dayton
 Ed.D., St. Louis University
- RYAN, SUSAN M.
Professor and Associate Director of the duPont-Ball Library, 1989
 B.S., M.S., The Florida State University
 M.L.S., University of California-Los Angeles
- SCHEINER, JAMES
Professor of Accounting and Dean, School of Business Administration, 2004
 B.S., M.B.A., Washington University
 M.A., Ph.D., The Ohio State University
- SCHMIDT, DAVID A.
Assistant Professor of Music, 1986
 B.M., B.M.E., Baylor University
 M.M., University of Northern Colorado
- SCHMITT, JULIA
Assistant Professor of Theatre Arts, 2004
 B.A., Stetson University
 M.A., Ph.D., Bowling Green State University

- SCHORR, JOHN K. *
Professor of Sociology and Anthropology, 1975
Director of the Stetson Institute of Social Research
 B.A., Hartwick College
 M.A., New School for Social Research
 Ph.D., Brown University
- SCHULTHEIS, ALICIA S.
Assistant Professor of Biology, 2001
 B.S., Georgia Institute of Technology
 M.S., Ph.D., Virginia Polytechnic Institute and State University
- SITLER, ROBERT K.
Associate Professor of Modern Languages and Literatures, 1994
 B.A., M.A., Kent State University
 Ph.D., University of Texas at Austin
- SKELTON, MICHELE
Associate Professor of Integrative Health Science and Sport Management and Chair, 1993
 B.S., Stetson University
 M.S., University of Tennessee
 Ph.D., Auburn University
- SMALL, ANN R.
Professor of Music, 1983
 B.M.E., Wheaton College
 M.Ed., Auburn University
 Ph.D., The Florida State University
- SMITH, WM. REECE, JR.
Distinguished Professorial Lecturer, 1993
 B.S., University of South Carolina
 J.D., University of Florida
 LL.D. (Hon.), Stetson University
- SNOOK, LORI
Associate Professor of English, 1992
 B.A., M.A., University of Oklahoma
 Ph.D., University of Arizona
- STEEVES, PAUL D.
Professor of History, 1972
 B.A., Washington University
 M.A., Ph.D., University of Kansas
- STOCK, DAVID A.
Professor of Biology, 1970
 B.S., Michigan State University
 M.S., Ph.D., North Carolina State University
- STONE, BRADFORD+
Professor of Law, 1987
Charles A. Dana Professor of Law, 1990
 B.A., J.D., University of Michigan
- STRYKER, JUDSON P.
Professor of Accounting and Chair, 1976
Eugene M. Lynn Chair, 1993
Associate Dean, School of Business Administration, 2001
 B.S.B.A., University of Florida
 M.B.A., Stetson University
 D.B.A., Mississippi State University
 C.P.A.
- SURYNT, NANCY S.
Lecturer in Decision and Information Sciences, 1989
 B.B.A., Georgia State University
 M.B.A., Stetson University
- SURYNT, THEODORE J.
Professor of Decision and Information Sciences, 1983
Associate Dean, School of Business Administration, 1997
 B.B.A., Temple University
 M.B.A., University of Toronto
 Ph.D., Georgia State University
- SUTHERLAND, D. DIXON*
Professor of Religious Studies, 1991
Director of the Institute for Christian Ethics
 B.A., Samford University
 M.Div., Th.M., Ph.D., Southern Baptist Theological Seminary
- SWYGERT, MICHAEL I. +
Professor of Law, 1979
 B.A., Valparaiso University
 J.D., Valparaiso University School of Law
 LL.M., Yale Law School
- SZECSEI, DENISE
Assistant Professor of Mathematics, 2000
 B.S., University of Redlands
 M.S., Ph.D., The Florida State University
- TAFT, HARRY J.
Assistant Professor of Accounting, 1975
 B.G.S., Rollins College
 M.B.A., Stetson University
 C.P.A.
- THALER, JAMES D.
Coordinator of the M.B.A./J.D. Joint Degree Program and Lecturer in Business Administration, 2000
 B.S., Centre College
 M.B.A., J.D., Stetson University
- THAVER, RANJINI L.
Associate Professor of Economics, 1992
 B.A., University of Durban-Westville
 B.A., University of Cape Town
 M.A., Ph.D., University of Notre Dame

- THORNE, BETTY
Professor of Decision and Information Sciences
 and Chair, 1980
 B.S., Geneva College
 M.A., Ph.D., Indiana University
- THORPE, KRISTOPHER
Assistant Professor of Military Science
- THURMAN, RUTH FLEET
Professor of Law, 1975
 B.A., Smith College
 J.D., Stetson University
 LL.M., Columbia University
- TICHENOR, MERCEDES
Associate Professor of Teacher Education,
 1996
 B.A., Baylor University
 M.S., The Florida State University
 Ed.D., Peabody College of Vanderbilt
 University
- TOUCHTON, DEBRA
Assistant Professor of Teacher Education, 2000
 B.A., M.A., Ph.D., University of South
 Florida
- UNDERWOOD, JAMES M.
Assistant Professor of Law, 2002
 B.A., Oklahoma Baptist University
 J.D., Ohio State University College of Law
- VAUGHAN, STEPHANIE A.
Associate Director of Research and Writing,
 Moot Court Advisor, 1996
 B.A., University of Alabama
 J.D., Stetson University
- VEDDER, CHARLES B.
Professor of Sociology and Anthropology, 1974
 B.A., Lawrence University
 Ph.D., University of Iowa
- VENZKE, MARGARET L.
Associate Professor of History and Chair, 1992
 B.A., University of Wisconsin-Western
 Maryland College
 M.A., M.Phil., Ph.D., Columbia University
- VOSBURG, NANCY
Professor of Modern Languages and
Literatures, 1987
 B.A., Simpson College
 M.A., Ph.D., University of Iowa
- WATERS, SALLY G.
Reference Librarian and Adjunct Professor
 B.A., J.D., M.L.S., University of South
 Carolina
- WEICKEL, ROBERT W., JR.
Assistant Professor of Integrative Health
Science and Sport Management, 1962
 B.S., Springfield College
 M.A., Stetson University
- WEST, JEAN O.
Professor of Music, 1985
Associate Dean, School of Music, 2004
 B.M.Ed., James Madison University
 M.A., D.M.A., The Ohio State University
- WILSON, DARRYL C.
Professor of Law, 1994
 B.B.A., B.F.A., Southern Methodist
 University
 J.D., University of Florida
 LL.M., John Marshall Law School
- WITEK, JOSEPH
Professor of English, 1989
 B.A., Franklin & Marshall College
 M.A., Ph.D., Vanderbilt University
- WITEK, THERESE D.
Professor of English, 1989
Art and Melissa Sullivan Chair of Creative
Writing, 2005
 B.S., M.A., Ph.D., Vanderbilt University
- WOOD, RICHARD H., JR.
Professor of Economics, 1970
 B.A., Antioch College
 M.A., Ph.D., University of Wisconsin
- WOODWARD, JAMES E.
Professor of Music and Dean of the School of
Music, 1985
Chair, Council of Deans, 1997
 B.M., Texas Tech University
 M.A., Ph.D., Eastman School of Music
- WORK, KIRSTEN
Assistant Professor of Biology, 2000
 B.S., University of Wisconsin
 M.S., University of Washington
 Ph.D., University of Oklahoma
- *Sabbatical Fall Semester 2004
 **Sabbatical Spring Semester 2005
 ***Sabbatical Academic Year 2004-2005
 +Leave of Absence Fall 2004
 ++Leave of Absence Spring 2005
 +++ Leave of Absence 2004-2005
 ≠ Faculty Exchange 2004-2005

EMERITI PROFESSORS

2004-2005

- ANDERSON, JANET C.
Instructor in Foreign Languages, Emeritus, 1968-1991
- ARNOLD, RUTH C.
Professor of Education, Emeritus, 1969-1993
- BEAR, F. THOMAS
Associate Professor of Finance, Emeritus, 1982-2000
- BEILER, THEODORE W.
Professor of Chemistry, Emeritus, 1963-1989
- BERRY, HERTHA A.
Professor of Foreign Languages, Emeritus, 1974-1995
- BOOTH, JOHN M.
Associate Professor of Economics, Emeritus, 1973-1991
- CHAUVIN, ROBERT S.
Professor of Geography, Emeritus, 1950-1992
- COFFEE, JAMES M.
Professor of Education, Emeritus, 1975-1985
- COOLIDGE, EDWIN C.
Professor of Chemistry, Emeritus, 1961-1995
- DELAPE, JAMES H.
Professor of Chemistry, Emeritus, 1962-1996
- DILLON, RICHARD T.
Professor and Dean Emeritus, 1957-1981
- ELEAZER, WILLIAM R.
Distinguished Professor Emeritus, 1979-1999
- EVERETT, KENNETH G.
Professor of Chemistry, Emeritus, 1969-2003
- FANT, CLYDE E.
Professor of Religious Studies, Emeritus, 1985-2000
- FEASEL, RICHARD MCDOWELL
Professor of Music, Emeritus, 1946-1990
- FERRARA, WILLIAM L.
Professor of Accounting, Emeritus, 1989-2000
- FORT, ROBERT E., JR.
Professor of Music, Emeritus, 1965-1994
- FOX, G. ROBERT
Professor of Education, Emeritus, 1969-1980
- GARBER, HARRY D., JR.
Professor of Management, Emeritus, 1972-1990
- GIBSON, BYRON H.
Professor of English, Emeritus, 1946-1973
- GILL, DONALD G.
Professor of Education, Emeritus, 1985-1991
- GILLESPIE, ANNETTE W.
Instructor in Mathematics and Computer Science, Emeritus, 1968-1992
- GILLESPIE, E. BRYAN
Professor of English, Emeritus, 1966-1995
- HAGUE, JOHN
Professor of American Studies, Emeritus, 1955-1992
- HOOD, GEORGE WILSON
Professor of Counselor Education, Emeritus, 1950-1991
- JENKINS, JANICE
Professor of Music and Librarian Emeritus, 1959-1993
- JENKINS, PAUL R., JR.
Professor of Music Emeritus, 1956-1993
- JERNIGAN, SARA STAFF
Professor of Physical Education, Emeritus, 1937-1977
- KLETZING, DENNIS K.
Professor of Mathematics, Emeritus, 1974-2000
- KNAPP, FRANCIS M.
Professor of Biology, Emeritus, 1983-1993
- LANGSTON, PAUL T.
Professor and Dean of Music, Emeritus, 1960-1993
- LERRO, ANTHONY J.
Professor of Finance, Emeritus, 1988-2001
- LOVELACE, MARC HOYLE
Professor of History, Emeritus, 1968-1988
- MASTER, JOSEPH J.
Professor of Accounting, Emeritus, 1965-1995
- MESSERSMITH, FRED I.
Professor of Art, Emeritus, 1959-1989

MORLAND, RICHARD B.
*Professor of Philosophy of Education,
Emeritus, 1952-1990*

MORRIS, ANN ROBERSON
Professor of English, Emeritus, 1961-1995

NORMAN, ELIANE M.
Professor of Biology, Emeritus, 1970-1996

NYLEN, DAVID W.
Professor of Marketing, Emeritus, 1979-1992

PATTERSON, MAXINE
*Professor of Management, Emeritus, 1948-
1993*

PEARCE, RICHARD W.
*Professor of Business Administration,
Emeritus, 1958-1968, 1984-1999*

PERKINS, ROBERT L.
*Senior Research Professor of Philosophy,
Emeritus, 1984-2000*

RICH, MOLLIE
Professor of Music, Emeritus, 1973-2002

RICH, ROBERT
Professor of Music, Emeritus, 1972-2002

SMITH, ELEANOR LEEK
*Professor of Violin, Cello, and Theory,
Emeritus, 1946-1981*

SMITH, ELLEN HURT
Professor of English, Emeritus, 1977-2003

SMITH, ROBERT L.
*Associate Professor of Foreign Languages,
Emeritus, 1977-1994*

SMOTHERMAN, THURMAN EDWIN
Professor of Education, Emeritus, 1956-1989

WILLIAMS, GARETH
*Professor of Mathematics/Computer Science,
Emeritus, 1973-2001*

WOODARD, J. LAMAR
*Professor of Law, Emeritus, and Law
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ACADEMIC CALENDAR—2005-2006

Fall Semester 2005

(71 class days—43 MWF and 28 TTH)

Wednesday, August 17	International Students Arrive (Residence Halls open for International Students ONLY)
Thursday-Friday, August 18-19	International Student Orientation at Center for International Education, 8:00 a.m. – 5:00 p.m.
Saturday, August 20	FOCUS (new student orientation) begins Residence Halls open 8:00 a.m. (NEW STUDENTS ONLY)
Sunday, August 21	CONVOCATION 4:00 – 5:00 p.m. Residence Halls open 12:00 noon (RETURNING STUDENTS)
Monday-Tuesday, August 22-23	Meet with faculty and finalize course registration
Wednesday, August 24	Classes Begin
Wednesday, August 31	Last Day to ADD Course for Credit. Last day to DROP Course without Financial Penalty Last Day to Change Meal Plan Selection
Monday, September 5	LABOR DAY (University Holiday—no classes)
Monday-Tuesday, October 10-11	FALL BREAK – No Classes
Friday, October 14	Grade deficiency reports due to Registrar via BannerWeb
Friday, October 21	Last Day to Drop Course without Academic Penalty
Monday-Friday, October 24-28	Academic Advising for Upper-class Students for Spring Semester
Friday-Saturday, Oct. 28-29	Family Weekend
Monday-Tuesday, October 31 - November 1	Registration for Upper-class Students for Spring Semester
Monday-Wednesday, November 7-9	Academic Advising for First-year students for Spring Semester
Thursday, November 10	Registration for First-year students for Spring Semester
Thursday-Friday, November 24-25	THANKSGIVING HOLIDAY (University Holiday)
Wednesday, December 7	Classes End
Thursday, December 8	Reading Day
Friday-Thursday, December 9-15	FINAL EXAMINATIONS
Thursday, December 15	Final Grades for Graduating Students due to Registrar via Banner by 9:00 a.m.
Friday, December 16	Master's Degree Commencement 7:00 p.m.
Saturday, December 17	Bachelor's Degree Commencement 9:00 a.m.
Thursday, December 22	Residence Halls close 3:00 p.m. for ALL STUDENTS Final Grades for all students due to Registrar via Banner by 9:00 a.m.

Spring Semester, 2006

(70 class days—41 MWF and 29 TTH)

Sunday, January 8	Residence Halls open at noon for all students
Monday, January 9	New student registration
Tuesday, January 10	Activation of registration by New and Returning Students
	CLASSES BEGIN
Monday, January 16	Martin Luther King Day (University Holiday—no classes)
Tuesday, January 17	Last day to Add Course for Credit.
	Last day to Drop Course without Financial Penalty
	Last Day to Change Meal Plan Selection
	Grade deficiency reports due to Registrar via BannerWeb
Friday, March 3	Residence Halls close 6:00 p.m.
	SPRING HOLIDAYS
Monday-Friday, March 6 – 10	Residence Halls open 12:00 noon
Sunday, March 12	Classes resume
Monday, March 13	Last Day to Drop Course Without Academic Penalty
Wednesday, March 15	Academic Advising for Summer Session and Fall Semester
Monday-Friday, March 20 – 24	Registration for Summer Session and Fall Semester
Tuesday-Thursday, March 28 – 30	Good Friday (University Holiday—no classes)
Friday, April 14	Classes End
Wednesday, April 26	Reading Day and Thursday Evening Course Final Exams
Thursday, April 27	Final Examinations
Friday-Saturday; Monday-Wednesday, April 28 – May 3	
Wednesday, May 3	Residence Halls close 6:00 p.m. (except for those students participating in Commencement)
Thursday, May 4	Final Grades for Graduating Students due to Registrar via Banner by 9:00 a.m.
Friday, May 5	Master's Degree Commencement 7:00 p.m.
Saturday, May 6	Baccalaureate 10:00 a.m.
	Bachelor's Degree Commencement 2:00 p.m.
	Residence Halls close 6:00 p.m.
Friday, May 12	Final Grades for all students due to Registrar via Banner by 9:00 a.m.

Session 1 - Monday, May 8 – Thursday, June 1

Sunday, May 7	Residence Halls Open 12:00 noon
Monday, May 8	New Student Orientation, Academic Advising, and Registration 2:00 p.m.
	Activation of Registration by New and Returning Students
	Evening Classes Begin
Tuesday, May 9	Activation of Registration by New and Returning Students Classes Begin
Friday, May 12	Last Day to Add Course for Credit and Last Day to Drop Course without Financial Penalty for Courses in Progress
Thursday, May 18	Last Day to Drop Course without Academic Penalty
Monday, May 29	MEMORIAL DAY (University Holiday)
Friday, June 2	Final Exams
Friday, June 9	Final Grades Due to Registrar via Banner by 9:00 a.m.
Wednesday, July 26	Summer Graduation Date (No Summer Commencement)

Session 2 - Monday, June 5 – Wednesday, June 28

Monday, June 5	Classes Begin
Thursday, June 8	Last Day to Add Course for Credit and Last Day to Drop Course without Financial Penalty
	Last Day to Drop Course without Academic Penalty
Thursday, June 15	Final Exams
Thursday, June 29	Residence Halls Close 12:00 noon
Saturday, July 1	INDEPENDENCE DAY (University Holiday)
Tuesday, July 4	Final Grades Due to Registrar via Banner by 9:00 a.m.
Thursday, July 6	Summer Graduation Date (No Summer Commencement)
Wednesday, July 26	

Session 3 - Monday, May 8 – Wednesday, June 28

Sunday, May 7	Residence Halls Open 12:00 noon
Monday, May 8	New Student Orientation, Academic Advising, and Registration 2:00 p.m.
	Activation of Registration by New and Returning Students
	Evening Classes Begin
Tuesday, May 9	Activation of Registration by New and Returning Students Classes Begin
Friday, May 12	Last Day to Add Course for Credit and Last Day to Drop Course without Financial Penalty for Courses in Progress
Thursday, May 18	Last Day to Drop Course without Academic Penalty
Monday, May 29	MEMORIAL DAY (University Holiday)
Thursday-Friday, June 29-30	Final Exams
Saturday, July 1	Residence Halls Close 12:00 noon
Tuesday, July 4	INDEPENDENCE DAY (University Holiday)
Thursday, July 6	Final Grades Due to Registrar via Banner by 9:00 a.m.
Wednesday, July 26	Summer Graduation Date (No Summer Commencement)

NOTES

NOTES

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